THE

STANDARD

ENGLISH GRAMMAR

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PREFACE.

THIS book, true to its name, is a standard English grammar. It is not a "language book," but a treatise for the formal study of the grammar of the language. Neither have the authors attempted to combine the functions of a grammar and a work on rhetoric. At this stage of the students' development teachers have felt the need of texts upon the subject of grammar that would be more formal than the elementary beginners' book. In the treatment of the subject no effort has been made either to invent new terms or to simplify the subject by the omission of essential parts. Simplification has been secured by the logical arrangement and clear exposition of the subject.

In order to render the work thoroughly progressive nothing is anticipated when anticipation can possibly be avoided; and no part, or division, or subdivision, is introduced without explanation or some reference by which the mind of the pupil is prepared for its reception, until the portion under present consideration has been thoroughly treated. Thus the pupil is enabled to advance intelligently; and the teacher enjoys the satisfaction of knowing that his pupils understand what they are learning.

The terms PHRASE and CLAUSE have been somewhat loosely used in the past, but it is hoped that the restriction of these terms to a more definite meaning is in the interest of clearness.

While it would be an excellent thing if all could be so situated that they would never hear incorrect English, few have been so fortunate as to enjoy this exceptional advantage. All pupils who are old enough to study formal grammar have heard much incorrect language. Having heard it and used it, they should now be taught why it is incorrect. They should be taught the rules governing the correct use of English, and they should be drilled upon the correct forms of expression. To this end enough "false syntax" has been used to secure a knowledge of correct English construction.

To Dr. Edgar A. Singer, one of the original authors, and to Dr. Martin G. Brumbaugh, Professor of Pedagogy in the University of Pennsylvania, are due the thanks of the reviser for their careful criticism of the manuscript.

G. W. FLOUNDERS.

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THE

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ENGLISH GRAMMAR.

GRAMMAR is the science which treats of the correct use of language.

Science is the principles of any branch of knowledge arranged according to a system, or in regular order.

Language is the means by which human beings express their thoughts in words. Language is either *spoken* or *written*.

ENGLISH GRAMMAR is the science which treats of the correct use of the English language, both in speaking and in writing.

English Grammar may be divided into three parts:—ORTHOGRAPHY, ETYMOLOGY, and SYNTAX.

Orthography treats of *Letters*, and teaches how to spell correctly.

Etymology treats of *Words*, teaches how to classify them, and shows their changes of form and meaning.

Syntax treats of *Sentences*, and teaches how to construct them from words.

PART I.

ORTHOGRAPHY.

ORTHOGRAPHY treats of *Letters*, and teaches how to spell correctly.

Letters are particular marks or signs used to represent certain sounds of the human voice.

The sounds of all words in the English language can be represented by different combinations of the twenty-six letters in its alphabet.

CLASSES OF LETTERS.

Letters are divided into two classes; Vowels and Consonants.

A **Vowel** is a letter which represents a simple, perfect sound; as, *a, e, o.*

A **Consonant** is a letter which represents a sound that can be perfectly made only with the aid of a vowel; as, *f, k, j.*

VOWELS.

A **Vowel** is a letter which represents a simple, perfect sound.

The vowels are *a, e, i, o, u,* and sometimes *w* and *y*.

W or *y* is a vowel when it ends a word or a syllable; when it is not followed in the same syllable by a vowel; or when it is followed in the same syllable by a vowel not sounded; as, *boy, lowly; grown, sylph; style, owe.* In every other position *w* or *y* is a consonant.

EXERCISE.—Mention the *vowels* and the *consonants* in the following words, and give the reasons:—Animal, muslin, grammar, thousand, mountain, happiness, board, school, arithmetic, December, bread, wonder, beware, dwell, youth, destiny, myrtle, sympathy, knowledge, lawyer, strength, journey, phlegm, plague, weigh.

DIPHTHONGS AND TRIPHTHONGS.

When two vowels are used to represent one sound, they form what is called a Diphthong; as, *oa* in *load; oi* in *voice.*

There are two kinds of diphthongs; Proper and Improper.

A **Proper Diphthong** is one in which both vowels are sounded; as, *ou* in *mouse; oy* in *joyful.* There are four proper diphthongs; *oi, ou, oy,* and *ow.*

An **Improper Diphthong** is one in which but one of the vowels is sounded; as, *ea* in *beat; eu* in *neuter.* Improper diphthongs are very numerous.

When three vowels are used to represent one sound, they form what is called a Triphthong; as, *eau* in *beauty; iew* in *view.*

There are two kinds of triphthongs; Proper and Improper.

A **Proper Triphthong** is one in which all three vowels are sounded; as, *uoy* in *buoy.*

An **Improper Triphthong** is one in which but one or two of the vowels are sounded, as, *eye,* and *ieu* in *lieu.* The principal improper triphthongs are *ieu, eau, iew.*

The consonant *q* is always followed by *u;* when so placed *u* is never considered as a part of a diphthong or a triphthong.

EXERCISE.—Mention the *proper* and the *improper diphthongs* and *triphthongs* in the following words, and give the reasons:—Moaning, employ, outset, beauty, though, plough, review, chair, growling, lieu, slaughter, news, learn, coast, thief, loud, buoy, quoit, eye, gracious, herbaceous, outlie, broad, heroes, receive, ocean.

CONSONANTS.

A **Consonant** is a letter which represents a sound that can be perfectly made only with the aid of a vowel.

The consonants are divided into two classes; Semi-vowels and Mutes.

Semi-vowels are letters which can be imperfectly sounded without the aid of a vowel; as, *c, j, v y.*

They are *c* soft, *f, g* soft, *h, j, l, m, n, r, s v, w, x, y,* and *z.*

C has its soft sound (the sound of *s*) before *e, i,* and *y;* before other letters it has the sound of *k.*

G has its soft sound (the sound of *j*) before *e, i.* and *y;* there are, however, some exceptions.

Four of the semi-vowels, *l, m, n,* and *r,* are called *Liquids,* on account of their smooth and flowing sound.

Mutes are letters which can not be sounded without the aid of a vowel; as, *p, q, t, k.*

They are *b, c* hard, *d, g* hard, *k, p, q,* and *t.*

SYLLABLES.

A **Syllable** is a letter, or a number of letters, which, when uttered, form one unbroken sound; as, *far, a-far.*

A syllable may be either a word or a part of a word; if written, it always contains a vowel; if spoken, a vowel sound.

WORDS.

A **Written Word** is a letter, or a number of letters properly combined, used as the sign of some idea; as, *I, day, army.*

A **Spoken Word** is a sound, or a number of sounds combined, used to express some idea.

Words are named according to the number of syllables which they contain.

A word which contains one syllable is called a **Monosyllable**; as, *truth:* one which contains two syllables is

called a **Dissyllable**; as, *truthful:* one which contains three syllables is called a **Trisyllable**; as, *untruthful:* one which contains more than three syllables is called a **Polysyllable**; as, *untruthfulness, incomprehensible.*

Division of Words.

Words are divided according to their formation into Simple, or Compound; Primitive, or Derivative.

A **Simple Word** is one which is not formed by uniting two or more words; as, *hand, paper, father.*

A **Compound Word** is one which is formed by the union of two or more simple words; as, *hand-machine, newspaper.* The words forming a compound are sometimes connected by the hyphen (-); as, *father-in-law.*

A **Primitive Word** is one which is not formed from any other word in the same language, but is in its first or simplest form; as, *sin, wind, lady.*

A **Derivative Word** is one which is formed from a primitive word by some change, or by prefixing or suffixing another syllable or word; as, *sinful, windy, lady-like.*

EXERCISE.—Tell to which of the above-named divisions each of the following words belongs, and give the reason:—Breakfast, fleetness, lover, within, uneasy, self-taught, teach, statesman, write, movable, president, circle, prison-ship, copying, useful, store-house, citizen, chief, harmed, certain, poet, penman, outlaw, evergreen, star-gazer.

SPELLING.

Spelling is the art of combining letters properly, to form syllables and words. This art is best learned from spelling-books and dictionaries, and from observation in reading.

PART II.

ETYMOLOGY.

ETYMOLOGY treats of *Words*, teaches how to classify them, and shows their changes of form and meaning.

Words are Classified, Inflected, and Derived.

To **Classify** words is to arrange them in classes according to their use and meaning.

To **Inflect** words is to change their forms, so as to show their relations to other words.

To **Derive** words is to trace them from their primitive forms and meanings.

All that is at present necessary to be known of the origin and of the different forms of words, has been given under "Divisions of Words." (See page 13.) Further information must be gained from books on this subject, as it can not be fully treated of in grammar.

CLASSES OF WORDS.

Words are divided into nine classes, called Parts of Speech.

The **Parts of Speech** are the NOUN, the PRONOUN, the ARTICLE, the ADJECTIVE, the VERB, the ADVERB, the PREPOSITION, the CONJUNCTION, and the INTERJECTION.

THE DEFINITIONS OF THE PARTS OF SPEECH

A **Noun** is a word used as the name of any thing; as, *Washington, country, beauty, soul.*

A **Pronoun** is a word used in place of a noun; as, "Henry loves *his* books; *he* studies *his* lessons well."

An **Article** is the word *the*, or *a* or *an*, which is used before a noun to limit its meaning; as, *The* star; *a* house; *an* insect.

An **Adjective** is a word used to describe or limit a noun or a pronoun; as, A *sweet* apple; *many* books; "He is *good*."

A **Verb** is a word used to assert action, being, or state; as, "James *runs*."—"He *does* something."—"I *am* here."—"The child *sleeps*."

An **Adverb** is a word used to qualify the meaning of a verb, an adjective, or another adverb; as, "He is *very* industrious, and advances *rapidly* in his studies."

A **Preposition** is a word used before a noun or a pronoun to show its relation to some preceding word; as, "The boy went *with* his father *to* the library."

A **Conjunction** is a word used to connect the words, the parts of a sentence, or the sentences, between which it is placed; as, "He is patient *and* happy, *because* he is a Christian."

An **Interjection** is a word used in exclamation, to express some emotion of the mind; as, *Ha! pshaw! alas!*

Two or more of these parts of speech are always used in combination to form a sentence; one of these must be a (finite) verb.

A sentence, then, consists of two or more words, one of which must be a finite verb, so combined as to make complete sense.

Sentences constitute distinct and separate portions of spoken or written language.

Larger portions of written language composed of two or more sentences are called *paragraphs*, *chapters*, etc. One sentence, however, may sometimes constitute a paragraph.

NOUNS.

A **Noun** is a word used as the name of any thing; as, *James, Anna, boy, girl, river, truth.*

Words used as the names of letters, words, figures, signs, etc., are nouns; as, "*E* is a vowel."—"The *t* is not crossed."—"+ indicates addition."—"*Good* is an adjective."

CLASSES OF NOUNS.

Nouns are divided into two general classes; Proper and Common.

A **Proper Noun** is a word used as the name of a particular object or collection of objects, to distinguish it from others of the same class; as, *John, Troy, Ohio, the Alps.*

A **Common Noun** is a word used as the name of any object or collection of objects of the same class; as, *man, city, river, mountains.*

A noun is called **Complex**, when it is formed of two or more words not united, used together as one name; as, *Dead Sea, Chief Justice Marshall, Duke of Wellington.*

A noun is called **Compound**, when it is formed of two or more words united, used as one name; as, *statesman, landlord, man-of-war.*

EXERCISE.—Tell to which *class* each of the following *nouns* belongs, and give the reason:—William Shakspeare, islands, word, North America, July, season, year, Prince Henry, Robert E. Peary, man, major-general, Potomac, balloon, soldier, adverb, President Roosevelt, animal, pathway, the Bahamas, foeman.

Classes of Common Nouns.

Common nouns are sometimes divided into four classes; Collective, Verbal, Abstract, and Diminutive.

A **Collective Noun** is a word used as the name of a collection of beings or of things, regarded as a unit; as, *family, herd, class.*

A **Verbal Noun** is a form of the verb which is used as the name of an action or of a state of being It always ends with *ing;* as, *reading, writing, sleeping.* A *Verbal* noun is also called a *Participial* noun.

An **Abstract Noun** is a word used as the name of a quality belonging to an object: as, *redness, heat, wisdom.* This quality is always considered apart from the object which possesses it.

A **Diminutive Noun** is a derivative word used as the name of an object which is smaller than that denoted by the primitive word; as, *flower. floweret; hill, hillock.*

EXERCISE.—Tell to which class of *common nouns* each of the following belongs, and give the reasons:—Teaching, circlet, greatness, flock, leaflet, group, happiness, manikin, school, swimming, globule, swarm, duckling, purity, piety, squadron, truth, ignorance, lying, rivulet, streamlet, congress, meeting, coronet, honesty, nation, honor.

PROPERTIES OF NOUNS.

Property, in Grammar, means a peculiar quality belonging to any part of speech.

Nouns have four properties; Number, Person, Gender, and Case.

NUMBER.

Number is that property of a noun which denotes whether one object or collection of objects is meant, or more than one.

Nouns have two numbers; the Singular and the Plural.

The **Singular Number** denotes one object, or a collection of objects considered as a unit; as, *desk, bench, nation, flock.*

The **Plural Number** denotes more than one object or collection of objects; as, *desks, benches, nations, flocks.*

FORMATION OF THE PLURAL.

Nouns generally become plural by the suffixing of *s* to the singular; as, sing. *home*, plur. *homes; key, keys; rose, roses; clock, clocks; cameo, cameos.*

This rule always applies to nouns ending with *o*, *u*, or *y*, immediately preceded by a vowel: as, *bay, bays; trio, trios; purlieu, purlieus.*

Nouns ending with *ch* (not sounded as *k*), *s*, *sh*, *x*, or *z*, become plural by the suffixing of *es* to the singular; as, *bunch, bunches; gas, gases; sash, sashes; fox, foxes; waltz, waltzes.*

Nouns ending with *y* immediately preceded by a consonant, become plural by the change of *y* into *i* and the suffixing of *es;* as, *study, studies; army, armies.*

Some nouns ending with single *f* or *fe*, become plural by the change of *f* into *v* and the suffixing of *es;* as, *life, lives; thief, thieves.*

These nouns are *beef, calf, elf, half, leaf, loaf, self, sheaf, shelf, thief, wolf, knife, life, wife.*

Other nouns ending with single *f* or *fe*, become plural by the general rule; but *wharf* has two forms of the plural, *wharfs* and *wharves.*

Nouns ending with *ff*, become plural by the general rule; as, *muff, muffs;* but *staff*, meaning a cane, has *staves* for the plural; its compounds, however, become plural by the suffixing of *s* only; as, *flagstaffs, distaffs.*

Nouns ending with *o* immediately preceded by a consonant, differ in the formation of the plural. Some become plural by the suffixing of *es;* others by the suffixing of *s* only; the former mode is preferable.

The following become plural by the suffixing of *es: barricado, bravado, buffalo, calico, cargo, desperado, echo, flamingo, hero, mango, manifesto, motto, mulatto, negro, potato, stiletto, tomato, tornado, virago,* and a few others.

The following commonly become plural by the suffixing of *s* only: *armadillo, canto, dutodecimo, grotto, halo, junto, memento, octavo, piano, portico, quarto, rotundo, salvo, solo, tyro, zero,* and a few others.

When proper nouns become plural, they follow the analogy of common nouns; as, *William, Williams; Adams, Adamses; Carolina, Carolinas; Cato, Catos.*

The method of forming the plural of proper nouns ending with *y* preceded by a consonant, is not settled. Some writers suffix *s* to form the plural; others follow the rule for common nouns; as, *Henrys* or *Henries; Marys* or *Maries:* the latter mode is preferable.

EXERCISE.—Apply the rules in forming the plural of the following nouns:

MODEL.—*Lady.*—The plural of *lady* is *ladies.*—"Lady" is a noun ending with *y* immediately preceded by the consonant *d;* therefore, the plural is formed by the change of *y* into *i* and the suffixing of *es*, according to the rule, "Nouns ending with *y* immediately preceded by a consonant, become plural, etc."

Folio, crutch, class, piano, brush, sex, topaz, sentry, monarch, loaf, chief, strife, tipstaff, puff, calico, fife, roof, tomato, quiz, tax, studio, chimney, echo, essay, canto, factory, grief, distich, wife, shelf, surf, scratch, staff (*a body of officers*), colloquy, buoy, Virginia, Venus, Nero, Alleghany, Mary, Wolsey, Charles, Sicily.

The Irregular Formation of the Plural.

The following nouns have irregular plurals:—

Sing.	*Plur.*	*Sing.*	*Plur.*	*Sing.*	*Plur.*
Man,	men.	Foot,	feet.	Goose,	geese.
Child,	children.	Tooth,	teeth.	Louse,	lice.
Woman,	women.	Ox,	oxen.	Mouse,	mice.

The following nouns have both regular and irregular plurals, but with different meanings:—

Sing.	*Regular Plural,*	*Irregular Plural.*
Brother,	brothers (*of a family*),	brethren (*of a society*).
Die,	dies (*stamps for coining*),	dice (*blocks for gaming*).
Genius,	geniuses (*men of genius*),	genii (*spirits*).
Index,	indexes (*tables of reference*),	indices (*exponents*).
Penny,	pennies (*coins*),	pence (*amount of value*).
Pea,	peas (*seeds*),	pease (*the species*).
Cow,	cows (*individual animals*),	kine (*the kind*).
Sow,	sows (*individual animals*),	swine (*the kind*).

The Plural of Compound Nouns.

Compound nouns in which the first part describes the last, have the last word made plural; as, *field-mouse, field-mice; fellow-servant, fellow-servants; statesman, statesmen.*

The compound nouns in which the first part is described by the last, have the first part made plural; as, *commander-in-chief, commanders-in-chief; looker-on, lookers-on; aid-de-camp, aids-de-camp.*

Compounds which have all their parts of equal importance, or which are taken from foreign languages, become plural like simple words; as, *piano-forte. piano-fortes; sine-qua-non, sine-qua-nons.*

Some compound nouns have both parts plural; as, *man-child, men-children; woman-singer, women-singers.*

Compounds ending with *ful* become plural regularly; as, *cupful, cupfuls.*

Not all nouns ending with the syllable *man* are compounds of the *word* "man;" as, *Turcoman, German, talisman, Ottoman,* etc. These become plural by the suffixing of *s.*

EXERCISE.—Form the plural of each of the following *compound nouns,* and apply the rule:—Coachful, landlady, major-general, ox-chain, maid-of-all-work, goose-feather, step-son, sister-in-law, attorney-general, hanger-on, do-little, tooth-brush, sales-woman, statesman, knight-errant, penny-a-liner, vade-mecum, alderman, boot-maker, club-foot, man-of-war, chimney-sweep, fac-totum, hair-dresser, errand-boy.

The Plural of Complex Proper Nouns.

When a complex proper noun, with or without a title prefixed, is used in reference to a class of individuals, it becomes plural, and the sign of the plural is suffixed to the last word only; as, "The *Sir Isaac Newtons* of every science."—"The *Oliver Cromwells* of history."

When a title is prefixed to a proper noun used as the name of more than one individual, the title is made plural; as, The *Messrs.* Smith; the *Misses* Janvier; the *Doctors* Rush.

When a title is common to several different names. the title is made plural; as, *Messrs.* Rand, Vinton and Wakefield.

When a definite number of individuals of the same name and title is mentioned, the name only becomes plural; as, The three Miss *Brownings;* the two Doctor *Tysons.*

When the title is *Mrs.*, the sign of the plural is suffixed to the last name; as, The Mrs. *Joneses.*

When two titles common to several names and of equal importance are prefixed, both titles become plural; as, The *Lords Commissioners* Russell and North.

EXERCISE.—Give the *proper* form of the *plural* of the following *complex proper nouns*:—General Miles and Chaffee; Lord North and Russell; Counsellor Knox and Root; the Alexander Hamilton of the day; the Mrs. Thomas; the Miss Stewart.

Give the *proper* form for the following *incorrect plurals*:—The ten Popes Leo; the two Kings Charles of England; the Mrs. Hall; the three Misses Brown; Miss Jane and Mary Brown; the Miss Jameses.

The Plural of Foreign Nouns.

By foreign nouns are meant those adopted from foreign languages.

Some foreign nouns, having come into familiar use, have regular English plurals as well as their original plurals.

The following are the most common:—

Singular.	*Plural.*
Bandit,	bandits, banditti.
Beau,	beaus, beaux.
Cactus,	cactuses, cacti.
Cherub,	cherubs, cherubim.
Encomium,	encomiums, encomia.
Focus,	focuses, foci.
Fungus,	funguses, fungi.
Gymnasium,	gymnasiums, gymnasia.
Medium,	mediums, media.
Memorandum,	memorandums, memoranda.
Seraph,	seraphs, seraphim.
Stamen,	stamens, stamina.
Virtuoso,	virtuosos, virtuosi.

Most foreign words used as English nouns still retain their original plurals; among these are the following:—

Singular.	*Plural.*	*Singular.*	*Plural.*
Alumna,	alumnæ.	Crisis,	crises.
Alumnus,	alumni.	Datum,	data.
Amanuensis,	amanuenses.	Desideratum,	desiderata.
Analysis,	analyses.	Diæresis,	diæreses.
Antithesis,	antitheses.	Effluvium,	effluvia.
Arcanum,	arcana.	Ellipsis,	ellipses.
Axis,	axes.	Emphasis,	emphases.
Basis,	bases.	Erratum,	errata.

Singular.	*Plural.*
Genus,	genera.
Hypothesis,	hypotheses.
Larva,	larvæ.
Madam,	mesdames.
Magus,	magi.
Metamorphosis,	metamorphoses.
Monsieur,	messieurs.
Nebula,	nebulæ.
Oasis,	oases.
Parenthesis,	parentheses.
Phenomenon,	phenomena.
Radius,	radii.
Stimulus,	stimuli.
Stratum,	strata.
Terminus,	termini.
Thesis,	theses.
Vertebra,	vertebræ.

Nouns Not Used in Both Numbers.

Some nouns are used in the singular number only. Such are abstract nouns; the names of metals, virtues, vices, arts, and sciences, and of things weighed or measured; as, *goodness, gold, wisdom, truth, idleness, surgery, geometry, sugar, flour.*

Names of sciences ending with *ics*, as *conics, optics*, etc., though plural in idea and form, are regarded as singular only.

When different *kinds* of things weighed or measured are mentioned, the plural form may be used; as, *sugars, teas, wines.*

The nouns *alms, molasses, news*, are singular only.

Some nouns are used in the plural number only. The most common are *annals, archives, ashes, assets, billiards, bitters, cattle, clothes, drugs, goods, manners, measles, morals, nuptials, oats, thanks, tidings, victuals, wages:* also the names of things consisting of two parts; as, *compasses, pincers, pantaloons, tongs, tweezers, trowsers, scissors, scales, spectacles.*

Nouns Having the Same Form in Both Numbers.

Some nouns have the same form in both numbers; as, *deer, fish, series, sheep, trout, vermin*, etc.; so also nouns denoting a number or collection; as, *hundred-weight, couple, dozen, gross, head, pair, score:* these words may have a plural form; as, "*Dozens* of gloves were sold."

Also such words as *amends, means, riches, cannon, sail*, etc.

These words are singular if preceded by a word denoting but one; plural if preceded by a word denoting a number more than one.

When other parts of speech are used as nouns, they become plural like nouns with similar endings; as, "The *ins* and *outs* of office."

Letters and signs used as nouns become plural by the suffixing of the apostrophe (') and *s;* as, The *a's* and *b's;* the 6's and 7's.

EXERCISE.—Name each *noun* in the following sentences, and the *class* to which it belongs; tell its *number*, and give the reason:—A soft answer turneth away wrath. We, the people of the United States, resolve. George Washington commanded the Americans at the battle of Brandywine, Sept. 11, 1777. It is the duty of children to obey their parents. A human soul without education is like marble in the quarry. Sir Henry Clinton was Commander-in-chief of the British army in America, in 1778. The Falls of Niagara are in a river of the same name. The wherefores are very plain.

PERSON.

Person is that property of a noun which distinguishes the speaker or writer, the person or thing addressed, and the person or thing mentioned.

Nouns have three persons; the First, the Second, and the Third.

The **First Person** is that which denotes the speaker or writer; as, "I, *James*, will go?"

The **Second Person** is that which denotes the person or thing addressed; as, "*James*, will you go.?"

The **Third Person** is that which denotes the person or thing mentioned; as, "*James* will go."—"*Leaves* fall."

Nouns are rarely used in the first person: in the majority of sentences, nouns are in the third person.

EXERCISE.—Tell to what class each noun in the following sentences belongs; tell its *number* and *person*, and give the reasons:—I, Cæsar, came, saw, and conquered. Napoleon Bonaparte was defeated at the battle of Waterloo, June 15, 1815. "Charge, Chester, charge! On, Stanley, on!" were the last words of Marmion. These are thy works, Parent of Good. A good man is a prince of the Almighty's creation. Thou, a man in full vigor of mind, shouldst be able to understand the meaning of the expression. Arise, countrymen, and let "Liberty" be your watchword. There is one thing that happeneth to the wise man and to the fool.

GENDER.

Gender is that property of nouns which distinguishes them in regard to sex.

Nouns have three genders; the Masculine, the Feminine, and the Neuter.

The **Masculine Gender** is that which denotes beings of the male sex, as, *father, king, stag.*

The **Feminine Gender** is that which denotes beings of the female sex; as, *mother, queen, hind.*

The **Neuter Gender** is that which denotes objects that are without sex, as, *table, book, mountain, wisdom.*

In *nature*, there are only two sexes belonging to persons and animals, the *male* and the *female:* in *grammar*, the names of males are said to be of the masculine gender, the names of females to be of the feminine gender, and the names of things without life to be of the neuter gender

Some nouns, such as *parent, child, friend, servant,* denote beings that may be either male or female. their gender is determined by the sense in which they are used; if females are not especially referred to, these nouns are regarded as masculine.

Methods of Indicating Sex.

Sex may be indicated in three ways,

1. By the use of different terminations, as, *heir, heiress.*
2. By the use of different words, as, *boy, girl.*
3. By forming compound words, as, *man-servant, maid-servant.*

1 By the Use of Different Terminations.

According to this method, feminine nouns are regularly formed from masculine nouns, by the suffixing of the terminations *ess, ine, ix,* and others, with or without addition, omission, or change of letters in the masculine.

Masculine.	*Feminine.*
Abbot,	abbess.
Actor,	actress.
Administrator,	administratrix.
Ambassador,	ambassadress.
Arbiter,	arbitress.
Auditor,	auditress.
Author,	authoress.
Baron,	baroness.
Benefactor,	benefactress.
Caterer,	cateress.
Conductor,	conductress.
Count,	countess.
Czar,	czarina.
Dauphin,	dauphiness.
Deacon,	deaconess.
Director,	directress, *or* directrix.
Doctor,	doctress.
Don,	donna.
Duke,	duchess.
Editor,	editress.
Elector,	electress.
Emperor,	empress.
Enchanter,	enchantress.
Executor,	executrix, *or* executress.
Founder,	foundress.
God,	goddess.
Giant,	giantess.
Governor,	governess.
Heir,	heiress.
Hero,	heroine.
Host,	hostess.
Hunter,	huntress.
Idolater,	idolatress.
Instructor,	instructress.
Jew,	Jewess.
Landgrave,	landgravine.
Lion,	lioness.
Marquis,	marchioness.
Mayor,	mayoress.
Monitor,	monitress.
Mister (Mr.),	Mistress (Mrs.).
Negro,	negress.
Patron,	patroness.
Peer,	peeress.
Poet,	poetess.
Priest,	priestess.
Prince,	princess.
Prior,	prioress.
Prophet,	prophetess.
Protector,	protectress.
Shepherd,	shepherdess.
Songster,	songstress.
Sorcerer,	sorceress.
Sultan,	sultaness, *or* sultana.
Tailor,	tailoress.
Testator,	testatrix.
Tiger,	tigress.
Traitor,	traitress.
Tutor,	tutoress.
Tyrant,	tyranness.
Viscount,	viscountess.
Votary,	votaress.
Widower,	widow.

2. By the Use of Different Words.

Masculine	*Feminine.*
Bachelor,	maid.
Beau,	belle.
Boy,	girl.
Brother,	sister.

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Buck,	doe.	Lord,	lady.
Bull,	cow.	Male,	female.
Cock,	hen.	Master,	Miss, mistress.
Drake,	duck.	Milter,	spawner.
Earl,	countess.	Nephew,	niece.
Father,	mother.	Papa,	mamma.
Friar, monk,	nun.	Ram,	ewe.
Gander,	goose.	Sir,	madam.
Hart,	roe.	Sire,	dam.
Horse,	mare.	Son,	daughter.
Husband,	wife.	Stag,	hind.
King,	queen.	Uncle,	aunt.
Lad,	lass.	Wizard,	witch.

3. By Forming Compound Words.

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
Bridegroom,	bride.	Landlord,	landlady.
Cock-sparrow,	hen-sparrow.	Man-servant,	maid-servant.
Gentleman,	gentlewoman.	Peacock,	peahen.
Grandfather,	grandmother.	Step-father,	step-mother.
He-goat,	she-goat.	Schoolmaster,	schoolmistress.

Remarks.

Many masculine nouns have no corresponding feminine; as, *butcher, brewer;* some feminine nouns have no corresponding masculine; as, *spinster, laundress.*

Gender is attributed to objects without sex when they are addressed or mentioned as persons, as, "The *ship* glides smoothly on *her* (*fem.*) way"—"The *sun* shines in *his* (*masc.*) glory." These objects are said to be *personified.*

Objects that suggest an idea of *firmness, power, vastness, sublimity,* etc., are personified as males, and objects that suggest an idea of *gentleness, beauty, timidity,* etc., and *cities, countries,* and *ships,* are personified as females.

Young children and animals are often referred to as if without sex; as, "The *deer* was killed as *it* (*neut.*) browsed on the hill-side"

If the objects composing the unit denoted by a collective noun are considered collectively, the noun is said to be of the neuter gender; as, "The *class* is large; *it* (*neut.*) must be divided."

If the objects composing the unit denoted by a collective noun are considered separately, the noun is said to be of the gender corresponding to the sex of the individuals that form the collection; as, "The *class* said that *they* (*masc.* or *fem.*) wished to converse."

EXERCISE I.—Mention the corresponding *masculine* or *feminine* of the following nouns:—Stepson, lass, sultan, hunter, grandson, sister-in-law, widow, lord, miss, earl, witch, emperor, marquis, schoolmaster, executrix, duchess, editor, man-servant, testator, hero, nephew, heir, ewe, songster, god, sorcerer, monk, donna, czarina, hind, roe.

EXERCISE II.—Tell the class to which each noun belongs; also, the number and the person, and give the reasons.

CASE.

Case is that property of nouns which distinguishes their relations to other words.

Nouns have three cases; the Nominative, the Possessive, and the Objective.

The **Nominative Case** is that which usually denotes the subject of a verb; as, "The *boy* reads."

The *subject* of a *verb* denotes that of which something is either said or asserted.

The **Possessive Case** is that which usually denotes possession or origin; as, The *boy's* book; *Milton's* poems.

The **Objective Case** is that which usually denotes the object of a verb, or of a preposition; as, "The boy *struck* his sister." —"The apple is sweet *to* the *taste*."

The *object* of a *verb* denotes that upon which the action asserted by the verb is exerted. The *object* of a *preposition* denotes the object of the relation shown by the preposition.

The Forms of the Cases.

The nominative and the objective case of nouns are alike in form. They are distinguished from each other by their relations to other words.

The possessive case may always be known by its form.

The possessive case in the singular number is usually formed by suffixing the apostrophe and *s* (*'s*) to the nominative singular; as, nom. *day*, poss. *day's*.

An apostrophe only is sometimes used to distinguish the possessive case, when the nominative singular ends with the sound of *s* and the next word begins with the same sound; as, For *conscience'* sake; *Jones'* store. It is preferable to use both an apostrophe and *s* in all such instances.

The possessive case in the plural number is formed by suffixing the apostrophe only to the nominative plural when the nominative plural ends with *s*, and by suffixing both the apostrophe and *s* when the nominative plural does not end with *s;* as, nom. *days;* poss. *days';* nom. *men;* poss. *men's*.

The possessive case of compound and complex nouns is formed by suffixing the *'s* to the end of the last word; as, "The *man-of-war's* crew; the *men-of-war's* crews; the *court-martial's* sentence; *John Hancock's* signature.

In the possessive case of nouns having the same form in both numbers, the apostrophe precedes the *s* in the singular, and follows it in the plural, for the sake of distinction; as, "The *deer's* horn was broken."—"A load of *deers'* horns was offered for sale."

The apostrophe and *s* are not always used as the sign of the possessive case. They are sometimes used to form the plural of letters, characters, etc., used as nouns; as, "His *t's* were not crossed." They are also used to form the singular of some verbs; as, "He *pro's* and *con's*, and considers the question carefully."

THE DECLENSION OF NOUNS.

The Inflection of nouns is called Declension.

The **Declension** of nouns is the regular arrangement of their numbers and cases.

Examples of Declension.

SINGULAR.

Nom.	Friend,	Ox,	Sky,	Church,	James,	Box,
Poss.	friend's,	ox's,	sky's,	church's,	James's,	box's,
Obj.	friend;	ox;	sky;	church;	James;	box;

PLURAL.

Nom.	friends,	oxen,	skies,	churches,	Jameses,	boxes,
Poss.	friends',	oxen's,	skies',	churches',	Jameses',	boxes',
Obj.	friends.	oxen.	skies.	churches.	Jameses.	boxes.

EXERCISE I.—*Decline* the following nouns:—Torch, fox, colony, money, glass, foot, wife, lash, cargo, trio, Jones, page, study, princess, brother-in-law, thief, spoonful, dwarf, mouse, potato.

EXERCISE II.—Form the *possessive singular* and *plural* of the following nouns:—Chimney, waltz, country, flag-staff, brush, musk-ox, salesman, cupful, German, son-in-law, George Washington, court-martial, Robert Morris, Mussulman, commander-in-chief, half, sheep.

Subject and Object.

The *subject* of a verb may be learned by asking the question formed by placing *who* or *what* before the verb; the answer to the question is the subject; as, "John studies." *Who* studies? *John.* Here *John* is the subject of the verb *studies*, and, therefore, is in the *nominative* case.

The *object* of a verb, or of a preposition, may be learned by asking the question formed by placing *whom* or *what* after the verb or the preposition; the answer to the question will be the object.

"He struck me." Struck *whom?* *Me.* Here *me* denotes the object of the action asserted or expressed by the verb *struck.*

"They go to school." To *what?* *School.* Here *school* denotes the object of the relation shown by the preposition *to.*

Me and *school* are, therefore, in the *objective* case.

EXERCISE I.—Name the nouns in the *nominative*, and those in the *objective* case in the following sentences, and give the reasons:—The Americans defeated the British at the battle of New Orleans. The stars twinkle brightly in the sky. In Prussia, children are compelled to attend school. Washington died on the 14th day of December, in the year 1799. Many

a flower wastes its fragrance on the desert air. By industry only can we acquire a good education. Suspicion haunts the guilty mind.

EXERCISE II.—Name, also, the class of each noun, the number, the person, and the gender, with the reasons.

PARSING.

To **Parse** means to tell to what parts of speech words belong, to name their properties and relations, and to give the rules which apply to them.

As the rules are given in *Syntax* only, they may be omitted at present in parsing.

In *parsing*, it is well to name (1) the word to be parsed; (2) the word or words with which it is grammatically connected; and (3) its properties, relations, etc.

EXERCISE.—*Parse* the *nouns* in the following sentence:—"The boys found a bird's nest in the grove."

MODELS.—*Boys.*—Boys *found.*—"Boys" is a noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any collection of objects of the same class;—in the plural number, because it denotes more than one;—in the third person, because it denotes the persons mentioned;—of the masculine gender, because it denotes beings of the male sex;—in the nominative case, because it is the subject of the verb *found.*

Bird's.—Bird's *nest.*—"Bird's" is a noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any object of the same class;—in the singular number, because it denotes one object;—in the third person, because it denotes the being mentioned;—of the masculine or the feminine gender, because it denotes a being of the male or the female sex;—in the possessive case, because it denotes possession.

Nest.—*Found* nest.—"Nest" is a noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any object of the same class;—in the singular number, because it denotes one object;—in the third person, because it denotes the thing mentioned;—of the neuter gender, because it denotes an object without sex;—in the objective case, because it is the object of the action asserted or expressed by the verb *found.*

Grove.—*In* grove.—"Grove" is a noun, "A Noun is a word, etc.";—a common noun, because it is used as the name of any object of the same class;—in the singular number, because it denotes one object;—in the third person, because it denotes the thing mentioned;—of the neuter gender, because it denotes an object without sex;—in the objective case, because it is the object of the relation shown by the preposition *in.*

Parse the *nouns* in the following sentences:—Trade increases the wealth of a country. Constant occupation prevents temptation. A man's character

may be known by the books which he reads. A good name should be prized above riches. Every person's duty should be performed faithfully.

During the Revolution the Americans fought for independence. The eagle's nest is built among the crags of the mountains. By too great eagerness in the pursuit of our desires we frequently grasp at the shadow, and lose the substance. A house without books resembles a room without windows. Water-lilies bloomed along the borders of the lake. Time spares the chiseled beauty of stone and marble, while it makes sad havoc in plaster and stucco. General Braddock's death was caused, not by the Indian's tomahawk, but by a bullet sent by one of his own soldiers.

"The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me."

PRONOUNS.

A **Pronoun** is a word used in place of a noun; as, Thomas deserves praise, for *he* has recited *his* lessons well."

In this sentence the word *he* is used in place of the noun *Thomas*, and *his* in place of the noun *Thomas's; he* and *his* are, therefore, called *pronouns*,—a word which means "for nouns."

A pronoun is used to avoid the unpleasant repetition of a noun.

The noun for which a pronoun is used, is called the *antecedent* of the pronoun, because it generally *precedes*, or *goes before*, the pronoun; and the latter is said to *represent* its antecedent.

PROPERTIES OF PRONOUNS.

As pronouns represent nouns, they have *number*, *person*, *gender*, and *case*, as nouns have. They have also declension.

The number, the person, and the gender of a pronoun are the same as those of the noun which it represents; but the *case* may be different.

CLASSES OF PRONOUNS.

Pronouns are divided into three classes; Personal, Relative, and Interrogative.

Personal Pronouns.

A **Personal Pronoun** is one which shows by its form the *person* of the noun which it represents.

Personal pronouns are Simple or Compound.

The **Simple Personal Pronouns** are *I, thou, he, she,* and *it.* and their variations in the singular and in the plural.

I is in the first person, and of the masculine or of the feminine gender.

Thou is in the second person, masculine or femine gender.

He is in the third person, masculine gender: *she* is in the third person, feminine gender: *it* is in the third person, neuter gender.

The Declension of the Simple Personal Pronouns.

SINGULAR.

	First Person.	*Second Person.*	*Third Person.*		
	Masc. or Fem.	*Masc. or Fem.*	*Masc.*	*Fem.*	*Neuter.*
Nom.	I,	Thou,	He,	She,	It,
Poss.	my, *or* mine,	thy, *or* thine,	his,	her, *or* hers,	its,
Obj.	me;	thee;	him;	her;	it;

PLURAL.

Nom.	we,	you, *or* ye,	they,	they,	they,
Poss.	our, *or* ours,	your, *or* yours,	their, *or* theirs,	their, *or* theirs,	their, *or* theirs,
Obj.	us.	you.	them.	them.	them.

Remarks.

Personal pronouns in the first and in the second person do not need distinct forms to indicate their gender; as the speaker and the person

or the object addressed are present or well known, the gender of the nouns representing them is apparent.

As persons or things mentioned are not necessarily present, different forms of pronouns are required to indicate their sex. Hence, in the third person, *he* is used to represent the masculine gender, *she* to represent the feminine, and *it* to represent the neuter.

Ye, formerly common to the nominative and the objective case in the plural number, is still retained in the nominative, though rarely used.

In the possessive case, *my, thy, her, our, your, their,* are used when the noun denoting the thing possessed is mentioned, and *mine, thine, hers, ours, yours, theirs,* when it is omitted; as, "This is *my work.*"—"This work is *mine.*"

Mine and *thine* were formerly used before words beginning with a vowel sound; as, "All *thine* iniquities shall be forgiven." These forms are still used in poetry; as, "Time writes no wrinkles on *thine* azure brow."

The apostrophe (') should never be used in writing the forms of pronouns in the possessive case; thus, "It is *yours,*" not *your's; ours,* not *our's.*

In both numbers the idea of possession is made emphatic by using the adjective *own* in connection with the possessive forms; as, "You choose that course at *your own* risk."

In the singular number, second person, the plural forms *you, your* and *yours,* are commonly used, though but one individual is addressed; as, "John, have *you* studied *your* lesson?"

The form *thou* is used in prayers to God, in solemn language, and in poetry.

It is often used without representing any particular antecedent; as, "*It* is raining."—"*It* is never right to steal." "It" is then used *indefinitely,* and may be called the *Indefinite Personal Pronoun.*

Compound Personal Pronouns.

Compound Personal Pronouns are formed by subjoining, in the singular, the noun *self* to the simple personal pronouns *my, thy, him, her,* and *it;* and, in the plural, the noun *selves* to *our, your,* and *them.*

The Compound Personal Pronouns are *myself*, *thyself*, *himself*, *herself*, and *itself*, and their plural forms *ourselves*, *yourselves*, and *themselves*.

The Declension of the Compound Personal Pronouns.

SINGULAR.

	First Person. *Masc. or Fem.*	*Second Person.* *Masc. or Fem.*	*Third Person.* *Masc.*	*Fem.*	*Neuter.*
Nom.	Myself,	Thyself,	Himself,	Herself,	Itself,
Poss.	———	———	———	———	———
Obj.	myself;	thyself;	himself;	herself;	itself;

PLURAL.

Nom.	ourselves,	yourselves,	themselves,	themselves,	themselves,
Poss.	———	———	———	———	———
Obj.	ourselves.	yourselves.	themselves.	themselves.	themselves.

The compound personal pronouns have no form for the possessive case either in the singular or in the plural number.

The form *yourself* is commonly used when a single individual is addressed; as, "Give *yourself* no concern," for, "Give *thyself* no concern."

EXERCISE I.—Tell the *number*, the *person*, the *gender*, and the *case*, of the following pronouns;—His, themselves, I, its, your, mine, theirs, we, hers, us, you, myself, me, himself, my, herself, thine, them.

EXERCISE II.—Parse the *personal pronouns* in the following sentence:—"As the boy seemed honest, I employed him."

MODELS.—*I.*—I (the speaker) *employed.*—"I" is a personal pronoun, "A Personal Pronoun is one, etc.";—in the singular number, first person, of the masc. or the fem. gender, because the noun (*the name of the speaker, not mentioned*) which it represents, is;—in the nominative case, because it is the subject of the verb *employed*.

Him.—*Employed* him (*boy*).—"Him" is a personal pronoun, "A Personal Pronoun is one, etc.";—in the singular number, third person, of the masculine gender, because the noun boy which it represents, is;—in the objective case, because it is the object of the action expressed by the verb *employed*.

Parse the *pronouns* in the following sentences:—

You have done the mischief and I bear the blame. Love thy neighbor as thou lovest thyself. This glorious land is ours. The slanderer only injured himself in his attempt to injure his neighbor. The soil is noted for its fertility; it produces two crops yearly. Keep thy heart with all dili-

gence, for out of it are the issues of life. Man makes his own language; but he makes it as the bee makes her cell, as the bird her nest. My mother began to instruct me at an early age; as she had no other child, you may imagine how eager she was for my improvement. The boys failed to recite their lessons, but the girls had their task well prepared.

EXERCISE III.—Parse also the nouns in the preceding sentences.

Relative Pronouns.

A **Relative Pronoun** is one which relates directly to some preceding noun or pronoun and introduces a clause; as, "*Thomas, who* came late, was not admitted."—"*He who* wins, may laugh."

Relative Pronouns have no separate forms to distinguish the different persons, as the personal pronouns have. The person is determined by the antecedent, with which the relative always agrees in number, person and gender.

The relative and its antecedent are not contained in the same part of a sentence. The clause contains the relative and is connected by it with the antecedent.

Relative pronouns are of two kinds; Simple and Compound.

Simple Relatives.

The **Simple Relative Pronouns** are *who, which, what,* and *that.*

The Declension of the Simple Relatives.

SINGULAR.

Nom.	Who,	Which,	What,	That,
Poss.	whose,	whose,	———	———
Obj.	whom;	which;	what;	that;

PLURAL.

Nom.	who,	which,	what,	that,
Poss.	whose,	whose,	———	———
Obj.	whom.	which.	what.	that.

Remarks.

Who is used in referring to persons. It is, therefore, masculine or feminine, according to the gender of its antecedent; as, "Napoleon, *who* (*masc.*) was Emperor of France."—"Elizabeth, *who* (*fem.*) was Queen of England."

Which is used in referring to inferior animals and to things without life. It is, therefore, masculine, feminine, or neuter, according to the gender of its antecedent; as, "The deer *which* (*masc.* or *fem.*) was killed."—"The flower *which* (*neut.*) was plucked."

What is used in referring to things without life only. It is, therefore, always of the neuter gender.

What is equivalent to *the thing which* (or *that which*) in the singular, and to *the things which* (or *those which*) in the plural: thus, "He obtained *what* he wanted," in the singular means, "He obtained *the thing which* he wanted;" and in the plural, "He obtained *the things which* he wanted.

What, in meaning, includes the antecedent (*thing*) and the relative (*which*); it has, therefore, a double use, or connection, and is in two cases at the same time; as, "*What* he said, seemed true." In this sentence, *what* is in the nominative case, being the subject of the verb *seemed;* it is also in the objective case, being the object of the action asserted by the verb *said.*

Sometimes *what* in each of its constructions may be in the nominative or in the objective case; or, in one construction it may be in the nominative case, and in the other, in the objective.

That is sometimes used in referring to persons, animals, or things. It is of the masculine, the feminine, or the neuter gender, according to the gender of its antecedent; as, "The same person *that* (*masc.* or *fem.*) I knew."—"The newest book *that* (*neut.*) he sold."

That is often used for *who*, *whom*, or *which;* as, "The first boy *that* (*who*) fails."—"The same man *that* (*whom*) we met."—"All the money *that* (*which*) he had, was lost."

Compound Relatives.

The **Compound Relative Pronouns** are formed by subjoining the word *ever* or *soever* to the simple relatives *who*, *which*, and *what.*

The Compound Relatives are *whoever*, *whosoever*, *whichever*, *whichsoever*, *whatever*, and *whatsoever*.

The Declension of the Compound Relatives.

SINGULAR AND PLURAL.

Nominative.	*Possessive.*	*Objective.*
Whoever,	whosever,	whomever.
Whosoever,	whosesoever,	whomsoever.
Whichever,	———	whichever.
Whichsoever,	———	whichsoever.
Whatever,	———	whatever.
Whatsoever,	———	whatsoever.

Remarks.

The gender of the compound relatives is the same as that of the simple relatives from which they are formed.

Whoever and *whosoever* are used when reference is made to persons only.

Whichever and *whichsoever* are used when reference is made to persons, animals, or things without life.

Whatever and *whatsoever* are used when reference is made to things without life only.

A compound relative includes, in meaning, an antecedent and a simple relative; thus, *whoever* and *whosoever* mean *any one who; whichever* and *whichsoever* mean *any one which;* and *whatever* and *whatsoever* mean *any thing which*, or *all things which.*

Compound relatives have a douple construction, and (like *what*) are in two cases at the same time; as, "He told *whoever* heard him to obey without delay." Here *whoever* is in the objective case, being the object of the action asserted by the verb *told*, and is also in the nominative case, being the subject of the verb *heard.*

Which and *what*, and their compounds, are called *Pronominal Adjectives* when they limit nouns, and *Adjective Pronouns* when they represent nouns.

Interrogative Pronouns.

An **Interrogative Pronoun** is one which is used to ask a question; as, "*Who* discovered America?"—"*Whose* book did you find?"—"*Whom* did you meet in Paris?"

The Interrogative Pronouns are *who*, *which*, and *what*.

Whether, meaning *which one of the two*, was formerly used as an interrogative; but it is now obsolete, as a pronoun.

The interrogatives are declined like the simple relative pronouns.

Remarks.

Who is used in asking about persons; as, "*Who* banished Napoleon?"—"*Who* invented gunpowder?"

Which and *what* are used in asking about persons, animals, or things without life; as, "*Which* of the men escaped?"—"*Which* of the horses won the race?"—"*What* is he? A *poet.*"

In asking about persons, *who* inquires for the name of the individual, *which* for the particular individual meant, and *what* for a description; as, "*Who* was that gentleman? *Franklin.*"—"*Which* Franklin? *Benjamin* Franklin."—"*What* was he? A *philosopher.*"

An interrogative pronoun has no antecedent; but it refers to some word in the answer, called the *subsequent*, with which it usually agrees in number, person, and gender; as, "*Who* improved the telescope? *Herschel.*"

When used to answer direct or apparent questions, *who*, *which*, and *what*, do not relate to any antecedent or subsequent, but are used indefinitely, and may be called *Indefinite Relative Pronouns.*

When *which* and *what* are placed before nouns to ask questions, they are called *Interrogative Pronominal Adjectives.*

EXERCISE I.—MODELS FOR PARSING SIMPLE RELATIVES. "Webster, who died in 1852, was an eminent statesman."

Who.—(*Webster*) who *died.*—"Who" is a relative pronoun, "A Relative Pronoun is one, etc.;" it is in the singular number, third person, and of the masculine gender, because its antecedent *Webster* to which it relates, is;—in the nominative case, because it is the subject of the verb *died.*

"What he desired, was given to him."

What.—What *was given—desired* what.—"What" is a relative pronoun, "A Relative Pronoun is one, etc.," and, in meaning, includes both antecedent and relative (*thing which*); it is in the singular number, third person, and of the neuter gender, because its antecedent (*not mentioned*) to which it relates, is;—in the nominative case, because it is the subject of the verb *was given;* it is also in the objective case, because it is the object of the action asserted by the verb *desired.*

COMPOUND RELATIVES.—"Men respect whoever tries to do his duty."

Whoever.—Respect whoever—whoever *tries.*—"Whoever" is a compound relative pronoun, "A Compound Relative Pronoun is formed, etc.," and, in meaning, includes both antecedent and relative (*him who* or *any one who*); it is in the singular number, third person, and of the masculine gender, because its antecedent (*not mentioned*) to which it relates, is;—in the objective case, because it is the object of the action asserted by the verb *respect;* it is also in the nominative case, because it is the subject of the verb *tries.*

INTERROGATIVES.—"Who lost the book? Mary."

Who.—(*Mary*) who *lost.*—"Who" is an interrogative pronoun, "An Interrogative Pronoun is one, etc.;" it is in the singular number, third person, and of the feminine gender, because its subsequent *Mary* is;—in the nominative case, because it is the subject of the verb *lost.*

"Which escaped from the prison?"

Which.—Which *escaped.*—"Which" is an interrogative pronoun, "An Interrogative Pronoun is one, etc.;" it agrees with some subsequent word (*not mentioned*) in some number, person, and gender which cannot be determined;—in the nominative case because it is the subject of the verb *escaped.*

INDEFINITE RELATIVES.—"He said that he did not know who founded Rome."

Who.—Who *founded.*—"Who" is an indefinite relative pronoun, An Indefinite Relative Pronoun is one which relates to no word antecedent or subsequent; its number, person, and gender cannot be determined;—in the nominative case, because it is the subject of the verb *founded.*

Parse all the *relative* and the *interrogative pronouns* in the following sentences:—He who is truthful, is trusted. The field, which was ploughed, now waves with ripening grain. The fire, which the hunters lighted, burned the dry grass of the prairie. The sun disperses the clouds which obscured his rising. Who invented the steam engine? James Watt. Pope says, "Whatever is, is right." What did Newton discover? Who first landed on the shores of North America? He forgets who burned Moscow. What did the man say? I did not hear what he said. Do with thy might whatsoever thy duty demands. The first man that proposed the law, violated it. The wisdom which the Bible teaches, should be treasured in the heart.

The happiness which a good conscience gives, is superior to all earthly enjoyment. He prayeth well, who loveth well. Whoever sows, shall reap.

The injuries which we inflict, and the injuries which we suffer, are seldom weighed in the same balance. The man who improperly reveals a secret injures himself and also injures him to whom he reveals it. The sword of wit, like the scythe of time, cuts down friend and foe, and attacks every thing that lies in its way.

EXERCISE II.—Parse the nouns and the personal pronouns in the foregoing sentences. Write sentences containing different kinds of pronouns.

ARTICLES.

An **Article** is the word *the*, or *a* or *an*, which is used before a noun to limit its meaning; as, *The* sun, *the* earth, *an* eagle, *a* man.

There are two articles; The, and A or An.

The is called the **Definite Article**, because it shows that some object or collection of objects is referred to in a *definite* manner; as, *The* Revolution, *the* army, *the* cities.

A is called the **Indefinite Article**, because it shows that an object is referred to in an *indefinite* manner; as, *A* battle, *an* army, *a* book.

The definite article may refer to one object or group, or to more than one; as, The *tree*, the *trees;* the *army*, the *armies*.

The indefinite article can refer to one object, or to one group only; as, *A* man, *an* army.

A and *an* are the same in meaning, but they differ in use.

An is used before a word which, when uttered, begins with a vowel sound; as, *An* acorn, *an* honor. *An* is also properly used before a word which begins with *h* and is accented on the second syllable; as, *An* historical essay.

A is used before a word which, when uttered, begins with a consonant sound; as, *A* watch, *a* unit, *a* youth.

EXERCISE I.—Tell before which of the following words *a* should be used, and before which *an* should be used, and give the reasons:—Apple, ear, entry, honest, horse, Indian, onion, union, European, watch,

youth, unit, umbrella, orchard, ewer, iron, power, hour, history, yew, humane, eye, hero, heroic, hickory, hiatus, unfitness, usurper.

EXERCISE II.—Parse the *articles* in the following sentence:—

"The child draws a coach."

MODELS.—*The.*—The *child.*—"The" is an article; "An Article is the word, etc.";—the definite article because it refers to the noun *child* in a definite manner.

A.—A *coach.*—"A" is an article; "An Article is the word, etc.";—the indefinite article, because it refers to the noun *coach* in an indefinite manner.

Parse the *articles* in the following sentences:—

An amusing story was read to the children. The sun shines during the day. The old peddler sat upon a stone by the wayside. The conduct of an honorable boy should be imitated. A rose plucked from the bush will soon droop. The spring clothes the earth with beauty. An honest boy will never hesitate to tell the truth, whatever consequences may happen to him. The humane act of the merchant gained him friends. A mist arose from the valley, and formed a cloud which hung over the top of the mountain. The present age has carried the useful arts to a high degree of perfection. A heavy fall of snow rendered the roads impassable for many days.

EXERCISE III.—Parse the nouns and the pronouns in the preceding sentences.

EXERCISE IV.—Write ten sentences, each containing the indefinite article *a* or *an* properly used.

ADJECTIVES.

An **Adjective** is a word used to describe or limit a noun or a pronoun; as, *Ripe* apples; *three wise* men; *unhappy* me.

CLASSES OF ADJECTIVES.

Adjectives may be divided into the following classes: Proper, Common, Numeral, and Pronominal.

A **Proper Adjective** is one derived from a proper noun; as, *American, English, Edisonian.*

A **Common Adjective** is one which describes or limits a noun or a pronoun, but which is not derived from a proper noun; as, *honest, numerous, perfect.*

A **Numeral Adjective** is one which denotes a definite number; as, *two, third, single.*

Numeral Adjectives are of three kinds; Cardinal, Ordinal, and Multiplicative.

The **Cardinals** denote *how many;* as, *nine, ninety.*

The **Ordinals** denote *order;* as, *ninth, ninetieth.*

The **Multiplicatives** denote *how many fold;* as, *single, double* or *twofold, triple* or *threefold.*

Remarks.

Adjectives, like nouns, may be *compound* in form; as, *sweet-scented* clover; *home-made* bread; the *Anglo-Saxon* race.

Most numeral adjectives may be regarded as *complex* in form; as, *One hundred and nine* dollars; the *two hundred and tenth* page.

A noun becomes an adjective when it is used to describe another noun; as, *Gold* chain, *Croton* water, *Iron* castings.

Adjectives are sometimes used as nouns, and, as such, have all the properties of nouns; as, "The *good* will be rewarded."—"The *little* that he had was lost;" *thousands* of dollars; our *inferiors.*

EXERCISE.—Name the *adjectives* in the following sentences, tell to which *class* each belongs and give the reason:—

The ripe grain was cut. A single mistake may cause a great loss. The fur of the Siberian squirrel is sold at exorbitant prices. Spain was once under the Moorish dominion. The solemn crow was perched upon the leafless branch of the aged elm. Now come the soft, smoky days of delightful weather, which will soon be followed by the sharp blasts of bleak December. High-sounding sentences should not be used in common conversation. Fifty four dollars were found in a secret drawer. Jefferson and Adams died on the fiftieth anniversary of the Declaration of American Independence. I never knew of an early-rising, hard-working, prudent man, careful of his earnings, and strictly honest, who complained of bad luck.

Pronominal Adjectives.

A **Pronominal Adjective** is one which either limits a noun mentioned, or represents a noun understood; as, "*This* task is difficult."—"*This* is a difficult task."

In the first example, *this* "limits" the noun *task*, and is used as an adjective; in the second, *this* "represents" the noun *task*, and is used as a pronoun. When so used it is better to call it an Adjective Pronoun.

A pronominal adjective may be parsed as an adjective when the noun is mentioned, and as an adjective pronoun when the noun is omitted; or the noun may be supplied and the pronominal may always be parsed as an adjective simply.

Pronominal adjectives are of three kinds; Distributive, Demonstrative, and Indefinite.

The **Distributive Pronominal Adjectives** are so called because they limit or represent the names of objects taken separately or singly.

The principal *distributives* are *each*, *every*, *either*, and *neither*.

They always refer to nouns in the singular number.

The **Demonstrative Pronominal Adjectives** are so called because they limit or represent the names of objects in a definite or particular manner.

The principal *demonstratives* are *this*, *that*, *these*, and *those*.

This and *that* refer to nouns in the singular number; *these* and *those* to nouns in the plural number.

The **Indefinite Pronominal Adjectives** are so called because they limit or represent the names of objects in an indefinite manner.

The principal *indefinites* are *all*, *another*, *any*, *none*, *one*, *other*, *some*, *such*, etc.

Remarks.

Another is declined like a noun, in the singular number only. *One* and *other* are declined in both numbers.

The following may also be classed among the pronominal adjectives; *both*, *enough*, *few*, *former*, *latter*, *little*, *less*, *least*, *much*, *many*, *more*, *most*, *same*, *several*, and a few others.

What, whatever, and *whatsoever,* are often used as relative pronouns and pronominal adjectives at the same time; as, "Perform *what* duties devolve upon you;" that is, *those duties which,* etc. When so used they are called *Relative Pronominal Adjectives.*

Which and *what,* and their compounds, when placed before nouns to ask questions, are called *Interrogative Pronominal Adjectives;* in other instances they are simply pronominal adjectives; as, "*What* preparations have been made?"—"The sun gives light by day; *which* fact is obvious."

A pronominal adjective may sometimes represent a noun which is not mentioned; in such cases the gender cannot be determined; the number and the person are determined by the form, or by the sense in which the pronominal adjective is used; as, "*All* seemed satisfied with the explanation."

EXERCISE I.—MODELS FOR PRONOMINAL ADJECTIVES.

"These rules include those."

These.—These *rules.*—"These" is a demonstrative pronominal adjective, "A Demonstrative Pronominal Adjective is one, etc."; it limits the noun *rules.*

Those.—Those (*rules*).—"Those" is a Demonstrative Adjective Pronoun, "A Demonstrative Adjective Pronoun is one, etc.";—in this sentence it represents the noun *rules;* it is, therefore, in the plural number, third person, neuter gender;—in the objective case, because it is the object of the action asserted by the verb *include.*

MODEL FOR RELATIVE PRONOMINAL ADJECTIVES.

"He used *what* books he could find."

What.—What *books—could find* what.—"What" is a relative pronominal adjective (*those which*). As a pronom. adj. it limits the noun *books.* As a relative pronoun it relates to the noun *books,* with which it agrees, in the plural number, third person, neuter gender;—it is in the objective case, because it is the object of the action asserted by the verb *could find.*

Parse the *pronominal adjectives* and Adjective Pronouns in the following sentences:—

Each hour of every day has its duties. This method is better than that is. The same statement was made by both. Neither criminal confessed his guilt. Much can be accomplished by a judicious arrangement of labor. All is not gold that glitters. The miser never thinks that he has enough, but is always striving for more. What books are needed for this class? All men must die, but all do not die the same death. Which candidate was elected? Either of them will please me, although I prefer that one.

He overcame what difficulties he encountered. I need not say what a field of usefulness is before you. Every effort was made to accomplish

the purpose, but none succeeded. Two men offered themselves; both, on examination, were found to be competent, but, as one brought satisfactory recommendations, while the other had none to offer, the former was accepted, and the latter at length perceived that, in some instances at least, integrity is essential to success.

EXERCISE II.—Parse the nouns, the pronouns, and the articles in the preceding sentences.

Comparison of Adjectives.

The Inflection of adjectives is called Comparison.

Many adjectives are capable of comparison; they are chiefly the common adjectives.

The **Comparison** of an adjective is the changes of its form to denote different degrees of quantity.

Adjectives have three degrees of comparison; the Positive, the Comparative, and the Superlative.

The **Positive Degree** is that form of an adjective which is used to denote simply a quality; as, *wise, happy, small.*

The **Comparative Degree** is that form of an adjective which is used to denote a quality in the higher or a lower degree than that denoted by the positive; as, *wiser, happier.*

The **Superlative Degree** is that form of an adjective which is used to denote the quality in the highest or the lowest degree; as, *wisest, happiest, smallest.*

The Formation of Comparatives and Superlatives.

Adjectives of one syllable are generally compared by suffixing to the positive *er* to form the comparative, and *est* to form the superlative; as, positive *sweet,* comparative *sweeter,* superlative *sweetest.*

Adjectives of more than one syllable are generally compared by placing before the positive *more* or *less* to form the comparative, and *most* or *least* to form the superlative; as, pos. *truthful,* comp. *more truthful,* sup. *most truthful;* pos. *pleasant,* comp. *less pleasant,* sup. *least pleasant.*

Dissyllables ending with *y* or *e* are generally compared by suffixing to the positive *er* to form the comparative, and *est* to form the superlative; as, pos. *happy*, comp. *happier*, sup. *happiest;* pos. *simple*, comp. *simpler*, sup. *simplest.*

Irregular Comparison.

The following adjectives are compared irregularly:-

Positive.	*Comparative.*	*Superlative.*
Good,	better,	best.
Bad, evil, *or* ill,	worse,	worst.
Much, *or* many,	more,	most.
Little,	less,	least.

The following are compared both regularly and irregularly:—

Positive.	*Comparative.*	*Superlative.*
Near,	nearer,	nearest, next.
Late,	later, latter,	latest, last.
Old,	older, elder,	oldest, eldest.

The following and a few others have the superlative ending with *most:*—

Positive.	*Comparative.*	*Superlative.*
Far,	farther,	farthest, farthermost.
Fore,	former,	first, foremost.
Hind,	hinder,	hindermost, hindmost.
Low,	lower,	lowest, lowermost.
Up,	upper,	uppermost.

Remarks.

Such adjectives as *anterior, inferior, previous, preferable, superior, ulterior,* and a few others, suggest the *idea* of comparison, but do not admit its forms.

When a comparison is implied, these adjectives are followed by *to*, and not by *than*, as comparatives usually are; as, "This event was *anterior to* the Revolution."

Numeral adjectives, most proper and pronominal adjectives, those denoting *material*, *position*, or *shape*, and a few others, such as *whole*, *universal*, *exact*, *supreme*, etc., by reason of their use and meaning, are not compared.

The comparative and the superlative forms of adjectives which strictly express qualities incapable of being increased or diminished, are frequently used by the best writers and speakers; as, "We, the people of the United States, in order to form a *more perfect* union."

EXERCISE I.—*Compare* such of the following *adjectives* as admit comparison:—Noble, ill, soft, humble, pleasant, skilful, juicy, sour, generous, few, handsome, dry, many, certain, far, old, round, acceptable, intelligent, thoughtless, lovely, warm, timid, diligent, cheerful, brave, tough, fore, late, circular, ill-mannered, universal, supreme, good-natured, perfect, sad, evil-minded, sure, Roman, near, Christian, preferable.

EXERCISE II.—Use *adjectives* before the following *nouns*, and tell to what class each adjective belongs:—Sun, moon, nation, army, lady, prairie, rock, tree, lake, Congress, Russia, dollar, eloquence, commander, industry, obedience, happiness, war, books, face, pride, home, life, tyrant, pleasure, mind, mountain, valley, ocean, bear, tiger, deer, rose, lily, Blaine, Peary.

EXERCISE III.—Parse the *adjectives* in the following sentence:—"Few persons had nobler qualities than the two friends."

MODELS.—*Few.*—Few *persons.*—"Few" is a pronominal adjective, "A Pronominal Adjective is, etc.";—it can be compared (pos. *few*, comp. *fewer*, sup. *fewest*);—in the positive degree; it limits the noun *persons*.

Nobler.—Nobler *qualities.*—"Nobler" is an adjective, "An Adjective is a word, etc.";—it can be compared (pos. *noble*, comp. *nobler*, sup. *noblest*);—in the comparative degree; it describes the noun *qualities*.

Two.—Two *friends.*—"Two" is a numeral adjective, "A Numeral Adjective is one, etc."; cardinal, because it denotes how many; it cannot be compared; it limits the noun *friends*.

Parse all the *adjectives* in the following sentences:—

The swift hound pursues the timid hare. Tall trees cast long shadows. Nevada furnishes much gold and silver. The wind roars through the leafless forest. Art is long, and time is fleeting. Seven men in ancient Greece were famous for their wisdom. This important principle has a threefold

application. He is unhappy because he has been false. If he were less timid, he would be more successful. He paid ten thousand dollars for that farm. English literature was very flourishing during the latter half of the sixteenth and the first of the seventeenth century.

Swedish iron is suitable for the manufacture of steel on account of its hardness. Had you such leisure to gaze upon these secrets of the deep? In what sense are all men born free and equal? Remote from the noise of the busy world, in a quiet and secluded nook, stood a vine-clad cottage; a silver stream ran near it; trees in their natural wildness and beauty shaded it from the fierce rays of the noon-day sun; the humble violet and the pale-faced lily wafted their delicious perfume on the air. By some strange chance the least worthy competitor was chosen.

EXERCISE IV.—Parse the nouns, the pronouns, and the articles in the foregoing sentences. Write sentences containing different kinds of adjectives.

VERBS.

A **Verb** is a word used to assert action, being, or state; as, "James *runs*."—"He *does* something."—"I *am* here."—"The child *sleeps*."

No assemblage of words can make complete sense without the use of a verb, mentioned or understood; nor can any sentence be formed without a subject,—which is a noun, a pronoun, or a number of words taken as a noun, about which something *is asserted.*

EXERCISE.—Name the *verbs* and their *subjects* in the following sentences, and give the reasons:—

MODEL.—"James studies diligently."

Studies.—James studies.—"Studies" is a verb, "A Verb is a word, etc."; it asserts action. Its subject is *James*, because the action expressed by the verb is asserted of James.

The farmer ploughs. Kings rule. John plays. Mary sews neatly. The full moon shines. The bird escaped. Flowers bloom in the garden. A deep snow fell. The child sleeps soundly. The sun ripens the grain. How swiftly the sparrow flies! The sun rises over the hill tops. Who heard the noise? The miser's gold sunk to the bottom. What a terrible accident happened on the river! Death is certain. Terror struck him speechless.

Classes of Verbs According to Meaning.

Verbs are divided, according to their use and meaning, into two classes; Transitive and Intransitive.

A **Transitive Verb** is one which has an object, or which requires an object to complete the sense; as, "He *saw* the *eagle.*" —"The earth *hath bubbles*, as the water *has* (*bubbles*)."

An **Intransitive Verb** is one which has no object, or which does not require an object to complete the sense; as, "Birds *fly.*"—"Truth *is* mighty."—"He opened his eyes and *saw.*" —"Experience *teaches* better than books."

Remarks.

A transitive verb asserts *action* only, and such *action* as is always exerted upon some person or thing called the *object;* as, "The sun *warms* the *earth.*"—"The boy *struck* his *friend.*"

An intransitive verb asserts *being* or *state*,—or *action* not exerted upon any person or thing; as, "The sky *is* clear."—"The traveler *sits* by the roadside."—"The wind *blows.*"

Some verbs, though alike in form, differ in class according to meaning; as, "James *returned* (trans.) the *book.*"—"James *returned* (intrans.) to his home."

A verb which is usually intransitive sometimes becomes transitive, especially when an object is added having a meaning similar to that of the verb; as, "The miser *lives* a *life* of care."—"And he *dreamed* yet another *dream.*"

Intransitive verbs also become transitive when they have a *causative* meaning; as, "The company *ran* an extra *train* of cars."—"The planters *grow cotton* and *sugar.*" These expressions are inelegant, but custom has authorized their use.

EXERCISE.—Mention the *verbs* in the following sentences, and tell which are *transitive,* and which are *intransitive;* and give the reasons:—

MODELS.—"James studies his lessons, while John is idle."

Studies.—James studies *lessons.*—"Studies" is a verb, "A Verb is a word, etc.";—transitive, because it has an object (*lessons*).

Is.—John is.—"Is" is a verb, "A Verb is a word, etc.";—intransitive, because it has no object.

Labor sweetens pleasure. Bonaparte died an exile. The lightning glanced from the clouds and struck the oak. While he spoke all listened. The wind blew furiously and shook the house. Milton, the poet, became blind. The good man departs and leaves a blessing behind. The artist who painted the picture deserves praise. Louis Napoleon wrote a "Life of Cæsar." The rivulet flows with a noiseless current. A man dies, but a nation lives. When people are determined to quarrel, a straw will furnish the occasion. We mounted our horses and rode homeward.

Properties of Verbs.

The properties of verbs are Voice, Mode, Tense, Number, and Person.

Voice.

Voice is that property of a transitive verb which shows whether the subject, or nominative, *does* or *receives* the action asserted by the verb.

Voice belongs to transitive verbs only.

There are two voices; the Active and the Passive.

The **Active Voice** is that form of a transitive verb which shows that the *subject does* the action asserted by the verb; as, "Henry *carries* the *basket.*"

In this sentence the subject *Henry* does the action asserted by the verb *carries.*

The **Passive Voice** is that form of a transitive verb which shows that the *subject receives* the action asserted by the verb; as, "The *basket is carried* by Henry."

In this sentence the subject *basket* does not act, but it receives the action asserted by the verb *is carried.*

Remarks.

When the active voice of a verb is changed to the passive voice, the object of the action asserted by the verb in the active voice always becomes the subject of the verb in the passive voice, and the subject of the verb in the active voice becomes, in the passage, the object of the relation denoted by a preposition; that is, the subject and the object *exchange cases,* the action remaining the same.

Although intransitive verbs have no voice, yet they have the *form* of the *active* voice.

Sometimes an intransitive verb, when followed by a preposition, may take the *form* of the *passive* voice; as, "The event *was looked for.*"—"Virtue *is sneered at* very often." *Was looked for* and *is sneered at*, are parsed as *complex verbs* in the passive voice.

A few intransitive verbs have sometimes the form of the passive voice, but the sense is not changed, because the subject remains in the nominative case; as, "Summer *is gone*," for, "Summer *has gone.*"—"He *is come*," for, "He *has come.*"

Although such expressions are sometimes elegantly used, it is generally better to employ the form of the active voice.

EXERCISE.—Name the *verbs* in the following sentences, tell which are *transitive* and which *intransitive*, and the *voice* of each, and give the reasons:—

MODELS.—"James was esteemed because he performed all his duties."

Was esteemed.—James was esteemed.—"Was esteemed" is a verb, "A Verb is a word which, etc.";—transitive, because the action which it asserts, is exerted upon some object;—in the passive voice, because it shows that the subject *James* receives the action asserted by the verb *was esteemed.*

Performed.—He performed *duties.*—"Performed" is a verb, "A Verb is, etc.";—trans., because it has an object (*duties*);—in the act. voice, because it shows that the subject *he* does the action asserted by the verb *performed.*

He is loved by all. Temperance preserves the body in health. The battle was fought on the banks of the river. Attend to your business yourself, if you wish it to prosper. The French elected Napoleon. We should improve our time by study. His hours were spent in idleness. The scholars write correctly. Orthography is taught in spelling books. The money was returned by the borrower. The king returned to his capital. God, who made the world, governs it. His wisdom was acquired by bitter experience. Lifeless, but beautiful, he lay. Not a berry was found, not a kernel remained.

Mode.

Mode is that property of a verb which distinguishes *in what manner* the action, the being, or the state, asserted by the verb, is expressed.

Verbs have five modes; the Indicative, the Potential, the Subjunctive, the Imperative, and the Infinitive.

The **Indicative Mode** is that form of a verb which is used to express a *positive assertion;* as, "Washington *commanded* the American army."

A verb in the indicative mode may also be used to ask a question, and to express uncertainty or contingency; as, "*Who invented* the art of printing?"—"If he *has gone*, I do not know it."

The **Potential Mode** is that form of the verb which is used to express *possibility, liberty, power,* or *necessity;* as, "I *can* go."—"He *must study.*"

A verb in the potential mode may also be used to ask a question, and to express uncertainty or contingency; as, "*May* I *go?*"—"If I *may go,* I certainly will (go)."

The **Subjunctive Mode** is that form of the verb which is used to express the action, the being, or the state, asserted by the verb, as *desirable, uncertain,* or as *subject to some condition;* as, "If he *come,* he will be received."—"O that I *were* happy!"—"If this *be* true, all will end well."

A verb in the subjunctive mode always depends upon a verb in some other mode, and is connected with it by one of the conjunctions, *if, although, unless, except, whether, though, lest,* etc.

The **Imperative Mode** is that form of the verb which is used to express *entreaty, permission, command,* or *exhortation;* as, "*Attend* to my directions."—"*Grant* my request."—"*Come* when you wish."

The subject of a verb in the imperative mode, which is either *thou* or *you,* is usually omitted, but it must be mentioned in parsing.

The **Infinitive Mode** is that form of the verb which is used to express an action, a being, or a state, which is *not limited to a subject;* as, "*To love.*"—"He tries *to study.*"

Remarks.

1. A verb is said to be *finite* when the action, the being, or the state, which it asserts, is limited to a subject, or nominative.

2. Verbs in the *infinitive* mode are called Infinitives.

3. Verbs in the indicative, the potential, the subjunctive, and the imperative mode, are finite verbs.

4. A verb in the infinitive mode depends upon the word which it limits, or completes in meaning,—usually a verb, an adjective, or a noun; as, "I *wish to go.*"—"It is too *late to go.*"—"It is *time to go.*"

To, a part of the infinitive, is omitted after the active voice of a few verbs; as, "I did not see him (*to*) come." And also after such verbs as *bid, make, pray,* etc.; as, "I *pray* you come with me."—"I *bade* him do his duty."

The infinitive mode is often equivalent in its use and meaning to a *verbal* or *participial noun;* that is, it may be used as a noun in the nominative or in the objective case; as, "*To play* is healthful."

EXERCISE.—Name the *verbs* in the following sentences, tell to which *class* each belongs, and its *voice* and *mode,* and give the reasons:—

MODEL.—"Example teaches better than precept."

Teaches.—Example teaches.—"Teaches" is a verb, "A Verb is a word, etc.";—intrans., because it has no object;—it has no voice, because it is an intrans. verb;—in the indic. mode, because it is used to express a positive assertion.

Oxen draw carts. A bird can fly. The rain causes the grass to grow. I will remain, but you may go. All that live must die. The faithful servant should be rewarded. She could have returned whenever she wished. He must increase, but I must decrease. If a man strive honestly, he may expect to succeed. All this passed much more quickly than I can write it. To relieve the poor is a source of pleasure. Love thy neighbor as thyself. Whatever you do, do well. Though he fall, he will rise again. It is time to go. My son, forget not my law. Mohammed fled from Mecca. The fruits are gathered in Autumn. I saw the storm arise.

Tense.

Tense is that property of the verb which distinguishes the *time* of the action, the being, or the state, asserted by the verb.

There are six tenses; the Present, the Past, the Future, the Present Perfect, the Past Perfect, and the Future Perfect.

The present, the past, and the future tense represent divisions of time into present, past, and future. The other three tenses represent time *relatively* present, past, or future, according to their use or their connection with other verbs.

The **Present Tense** is that form of the verb which is used to express *present time;* as, "I *learn.*"—"Thou *art loved.*"—"He *is writing* a letter."

The present tense denotes what *now is*, what *now takes place*, or what *is now taking place.*

The present tense also denotes what is habitual, or what is always true; as, "Vice *produces* misery."—"He said that the earth *is* round."

The present tense is often used in narrative to describe more vividly what took place in past time; as, "Hancock *advances* with his troops and *breaks* through their ranks."

The present tense sometimes refers to future time when preceded by a *relative pronoun*, or by *when, after, before, as soon as*, etc.; as, "He will treat kindly, all whom he *receives.*"—"He will go when he *becomes* ready."

The **Past Tense** is that form of the verb which is used to express *past time;* as, "He *was* a good man."—"He *fought* a battle."—"He *was dying* when I entered."

The past tense denotes what *was*, what *took place*, or what *was taking place.*

The past tense expresses time which is fully past, however recent or remote that time may be; as, "I *saw* William a *moment since.*"—"I *saw* him *yesterday.*"—"I *met* him many *years ago.*"

The **Future Tense** is that form of the verb which is used to express *future time* merely; as, "I *shall learn.*"—"Spring *will come.*"—"He *will be* famous."

The future tense denotes what *shall* or *will be*, what *shall* or *will take place*, or what *shall* or *will be taking place.*

The **Present Perfect Tense** is that form of the verb which is used to express *past time connected with the present;* as, "I *have learned.*"—"Thou *hast been loved.*"—"He *has written* a letter *to-day.*"

The present perfect tense denotes what *has been*, what *has*

taken place, or what *has been taking place*, during a period of time of which the present moment is a part.

The present perfect tense may refer to a past action whose consequences still continue, or whose effects are still felt; or it may be used in reference to an author whose writings still exist; as, "Christianity *has civilized* many nations."—Washington *has left* an example which all should delight to follow."—"Shakespeare *has written* better plays than any other English dramatist."

The present perfect tense, like the present, sometimes refers to future time; as, "Let me know when he *has arrived*."

The propriety of the use of either the present, or the present perfect tense, to express future time is, in most instances, quite doubtful, although such use is common among good writers. It is better, perhaps, always to employ the forms of the future and of the future perfect tense to express the relations of future time.

The **Past Perfect Tense** is that form of the verb which is used to express *past time which is previous to some other past time;* as, "He *had gone before* the messenger *arrived*."

The past perfect tense denotes what *had been*, what *had taken place*, or what *had been taking place* before some past event mentioned.

The **Future Perfect Tense** is that form of the verb which is used to express *future time which is previous to some other future time;* as, "I *shall have finished* the task *before* the *close of next week*."

The future perfect tense denotes what *shall* or *will have been*, what *shall* or *will have taken place*, or what *shall* or *will have been taking place*, before some future event mentioned.

The Tenses of the Different Modes.

The indicative mode has all the six tenses.

The potential mode has four tenses; the *present*, the *past*, the *present perfect*, and the *past perfect*.

The subjunctive mode has two tenses; the *present* and the *past*.

The infinitive mode has two tenses; the *present* and the *present perfect.*

The imperative mode has but one tense; the *present.*

The tenses in the indicative mode express time according to their definitions and qualifications as already given.

The time denoted by verbs in the subjunctive, the potential, the infinitive, and the imperative mode, is not definite; nor is it always such as the names of the tenses imply:—it is present, past, or future, according to their use or their connection with other verbs or forms of verbs.

Number and Person.

Verbs have changes of form to correspond with the number and the person of their subjects.

Verbs, therefore, are said to have two numbers,—the Singular and the Plural; and three persons,—the First, the Second, and the Third: thus;—

	Singular.	*Plural.*	*Singular.*	*Plural.*
1*st Pers.*	I am,	We are,	I learn,	We learn,
2*d Pers.*	thou art,	you are,	thou learnest,	you learn,
3*d Pers.*	he is;	they are.	he learns;	they learn.

A verb in the infinitive mode has no number or person, because it has no subject.

UNIPERSONAL VERBS.

Unipersonal Verbs are those which have but one person.

Would, meaning *wish,* is always in the *first person;* as, "*Would* he were here," means, "*I wish* he were here."

Methinks (*I think*) and *methought* (*I thought*) are used, in the *first person,* as unipersonal verbs.

Verbs in the imperative mode are always in the *second person,* but in parsing they need not be called unipersonal.

Verbs which have the pronoun *it* (*used indefinitely*) for their subject, are unipersonal verbs in the *third person;* as, "It *behooves.*"—"It *thunders.*"

Meseems (*it seems to me*) and *meseemed* (*it seemed to me*) are unipersonal verbs in the *third person.*

Participles.

A **Participle** is a form of the verb which has the nature, partly of the verb, and partly of the adjective; as, "Wealth *acquired* dishonestly affords no happiness."

The participle has the nature of the verb, because it *expresses* (though it does not *assert*) action, being, or state, and also *implies time*. It has the nature of the adjective, because, like an adjective, it describes or limits a noun or a pronoun.

There are three participles; the Imperfect, the Perfect, and the Preperfect.

The participles are so named from the *condition* (as regards completion) of the *action*, the *being*, or the *state*, implied by the participle at the time denoted by the principal verb with which it is connected.

The **Imperfect Participle** is one which represents an action, a being, or a state, as *continuing*, or as *unfinished;* as, "The waves were heard *breaking* on the beach."

The imperfect participle in the active voice ends with *ing;* as, *learning, seeing, reading.* In this voice it is a *single* word.

The imperfect participle in the passive voice has *being* for its sign; as, *being seen, being read.* In this voice it is always *complex* in form.

The **Perfect Participle** is one which represents an action, a being, or a state, as *complete* or *finished;* as, "He came *accompanied* by his friends."—"The army retired, *defeated* on all sides."

The perfect participle in each voice is a single word.

The perfect participle is seldom used in the active voice except to form the present perfect, the past perfect, and the future perfect tense; as, "I have *taught.*"—"I had *taught.*"—"I shall have *taught.*"

In the passive voice it is used in forming all the tenses of the various modes;—it may also be used alone; as, "I am *loved;*" to be *loved;* "Washington died, *loved* by all."

The **Preperfect Participle** is one which represents an action, a being, or a state, as *complete* or *finished before some other action, being,* or *state;* as, "*Having reached* the summit, they *sat* down to rest."

The preperfect participle is always *complex* in form, and in the active voice is made by placing *having,* and in the passive voice, by placing *having been,* before the perfect participle; as, *having loved; having been taught.*

Participles and *Infinitives* are sometimes called *Verbals.*

A verbal may be defined as a word that is *derived from a verb,* and is used as a *noun,* an *adjective,* or an *adverb;* as, "*To err* is human."—"*To think* is *to know.*"—"*Reading* without purpose is a waste of time."—"He did not like *being teased.*"—"He had the courage *to tell the truth.*"—"Wealth *acquired* dishonestly is a curse."—"Our friends have come *to stay.*"—"I was urged *to speak.*"

Remarks.

The imperfect and the preperfect participle are easily distinguished by their forms.

The perfect participle of regular, and of most irregular verbs, has the same form as the past tense; but the action, the being, or the state *expressed* by this participle is *not asserted of a subject,* as that of a finite verb is.

The *time* implied by the participle is present, past, or future, according to the tense of the principal verb with which it is used; as, "He lives, *respected* (*present*) by all that know him."—"He lived, *esteemed* (*past*) by his friends."—"He will live, *honored* (*future*) by his fellow-men."

When a participle is used merely to describe a noun or a pronoun, it is called a *Participial Adjective;* as, "*Cultivated* fields surrounded the mansion."—"A *running* stream is a pleasant sight."

When a participle receives a prefix not found in the verb from which it is formed, it becomes an adjective simply, and is to be parsed as such; as, *beloved, unloved, unhonored.*

When a participle ending with *ing* is used simply as the name of an action, a being, or a state, it is called a *Participial Noun;* as, "His *reading* is very indistinct."

EXERCISE.—Name the *participles* in the following sentences, and tell to which *class* each belongs; also, the participles used as *adjectives*, and those used as nouns:—

Still achieving, still pursuing, learn to labor and to wait. The laborer exhausted by toil, sank into a deep sleep. The icicles hanging from the branches of the trees glistened in the sunlight. The French, having entered Moscow, considered their sufferings at an end. The complaining brooks make the meadows green. The street, filled with its ever-shifting train, has been compared to life. "'Tis some visitor," I muttered, "tapping at my chamber door." The sentence of death pronounced upon the prisoner was received without emotion. The confused throng swayed to and fro. The army, returning with victorious eagles, entered the city in triumph.

Being driven by the gale the vessel was dashed against the rocky shore. The Persians, having been defeated, returned to their own country. His mind had been well disciplined by reading and observation. The stream flows on its winding course through a richly cultivated valley. I see thee weeping, trembling, captive led. The defences of the city being battered down, the enemy entered. Riches, justly obtained and rationally used, are a great blessing. The services having been concluded, preparations were made to deposit the coffin in the earth. How fast the flitting figures pass! Cheating is a sure attendant upon gambling.

Classes of Verbs According to Form.

STRONG AND WEAK VERBS.

Verbs may be divided into two classes, according to the way in which they form their past tense and perfect participle. These two classes are **Strong** and **Weak** verbs.

The **Strong Verbs** are those which form their tense by the change of a letter—the vowel for the past tense and the final letter for the past participle; as,—

Present.	*Past.*	*Perfect Part.*
Grow,	grew,	grown.
Blow,	blew,	blown.
Bid,	bade,	bidden.
Freeze,	froze,	frozen.

Some verbs were said to be too weak to form the past tense and perfect participle within themselves, but had to

have a syllable, or the contraction of a syllable, added to form these parts; as,—

Present.	*Past.*	*Perfect Part*
Hunt,	hunt*ed*,	hunt*ed*.
Row,	row*ed*,	row*ed*.
Walk,	walk*ed*,	walk*ed*.
Hope,	hope*d*,	hope*d*.
Love,	love*d*,	love*d*.
Sleep,	sle*pt*,	sle*pt*.

These weak verbs are much more numerous than the strong verbs, so that the forming of the past and perfect participles by adding *ed* was thought to be the common or regular way.

For this reason most grammarians classify verbs as Regular and Irregular Verbs; thus,—

Verbs are divided, according to their formation, into two classes; Regular and Irregular.

A **Regular Verb** is one whose past tense and perfect participle are formed by suffixing *ed* to its present tense; as, pres., *love;* past, *loved;* perf. part., *loved.*

An **Irregular Verb** is one whose past tense or perfect participle, or both, are not formed by suffixing *ed* to its present tense; as, pres., *take;* past, *took;* perf. part., *taken.*

THE PRINCIPAL PARTS OF VERBS.

The *present tense,* the *past tense,* and the *perfect participle* are called the Principal Parts of a verb.

They are called the **Principal Parts** because, besides being themselves tenses or parts of the verb, they aid in the formation of all the other tenses or parts of the verb.

The *present* form of a verb is used in the present and in the future tense of the indicative; in the present and in the past of the potential; in the present of the subjunctive, in the present of the imperative, and in the present of the infinitive.

The *past* form of a verb is used in the past tense in the indicative, and in the past of the subjunctive.

The present form and the past are never used in the passive voice.

The *perfect participle* is used after "have" and "had" in the active voice, and is used in forming all the tenses of the different modes in the passive voice.

A TABLE OF THE PRINCIPAL PARTS OF PRIMITIVE IRREGULAR VERBS.

The principal parts of *primitive* verbs chiefly are given because, generally the past tense and the perfect participle of derivative and compound verbs are formed as those of their primitives are.

Verbs are *partially inflected* when their principal parts are named.

Present.	*Past.*	*Perfect Part.*
Abide,	abode,	abode.
Am,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke, awaked,	awaked.
Bear (*to bring forth*),	bore, bare,	born.
Bear (*to carry*),	bore,	borne.
Beat,	beat,	beat, beaten.
Begin,	began,	begun.
Bend,	bended, bent,	bended, bent.
Bereave,	bereaved, bereft,	bereaved, bereft.
Beseech,	besought,	besought.
Bestride,	bestrid, bestrode,	bestrid, bestridden.
Betide,	betid, betided,	betid.
Bid,	bid, bade,	bid, bidden.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built, builded,	built, builded.
Burn,	burned, burnt,	burned, burnt.

Present.	*Past.*	*Perfect Part.*
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, catched,	caught, catched.
Chide,	chid,	chid, chidden.
Choose,	chose,	chosen, chose.
Cleave (*to split*),	cleft, clove,	cleft, cloven.
Cling,	clung,	clung.
Clothe,	clothed, clad,	clothed, clad.
Come,	came,	come.
Cost,	cost,	cost.
Creep,	crept,	crept.
Crow,	crew, crowed,	crowed.
Cut,	cut,	cut.
Dare (*to venture*),	dared, durst,	dared.
Deal,	dealt,	dealt.
Dig,	dug, digged,	dug, digged.
Do,	did,	done.
Draw,	drew,	drawn.
Dream,	dreamed, dreamt,	dreamed, dreamt,
Drink,	drank,	drunk.
Drive,	drove,	driven.
Dwell,	dwelled, dwelt,	dwelled, dwelt.
Eat,	eat, ate,	eat, eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found.	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got, gotten.
Gild,	gilded, gilt,	gilded, gilt.
Gird,	girded, girt,	girded, girt.
Give,	gave,	given.

Present.	*Past.*	*Perfect Part.*
Go,	went,	gone.
Grave,	graved,	graven, graved.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hanged, hung,	hanged, hung.
Have,	had,	had.
Hear,	heard,	heard.
Heave,	heaved, hove,	heaved.
Hew,	hewed,	hewed, hewn.
Hide,	hid,	hid, hidden.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	kneeled, knelt,	kneeled, knelt.
Knit,	knit, knitted,	knit, knitted.
Know,	knew,	known.
Lade	laded,	laded, laden.
Lay,	laid,	laid.
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie (*to recline*),	lay,	lain.
Light,	lighted, lit,	lighted, lit.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant,	meant.
Meet,	met,	met.
Mow,	mowed,	mowed, mown.
Pay,	paid,	paid.
Pen (*to coop*),	penned, pent,	penned, pent.
Put,	put,	put.
Quit,	quit, quitted,	quit, quitted.
Rap (*to seize*),	rapped, rapt,	rapped, rapt.
Read,	read,	read.
Rid,	rid, ridded,	rid, ridded.
Ride,	rode,	ridden.

Present.	*Past.*	*Perfect Part.*
Ring,	rang, rung,	rung.
Rise,	rose,	risen.
Rive,	rived,	rived, riven.
Run,	ran, run,	run.
Say,	said,	said.
Saw,	sawed,	sawed, sawn.
See,	saw,	seen.
Seek,	sought,	sought.
Seethe,	seethed,	seethed, sodden.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shaped, shapen.
Shave,	shaved,	shaved, shaven.
Shear,	sheared,	sheared, shorn.
Shed,	shed,	shed.
Shine,	shone, shined,	shone, shined.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Show,	showed,	shown, showed.
Shred,	shred,	shred.
Shrink,	shrunk,	shrunk.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Sit,	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slid, slidden.
Sling,	slung,	slung.
Slink,	slunk,	slunk.
Slit,	slit, slitted,	slit; slitted.
Smell,	smelled, smelt,	smelled, smelt.
Smite,	smote,	smitten, smit.
Sow,	sowed.	sowed, sown.
Speak,	spoke, spake,	spoken.
Speed,	sped, speeded,	sped, speeded.

Present.	*Past.*	*Perfect Part.*
Spell,	spelled, spelt,	spelled, spelt.
Spend,	spent,	spent.
Spill,	spilled, spilt,	spilled, spilt.
Spin,	spun,	spun.
Spit,	spit, spat,	spit.
Split,	split, splitted,	split, splitted.
Spoil,	spoiled, spoilt,	spoiled, spoilt.
Spread,	spread,	spread.
Spring,	sprung, sprang,	sprung.
Stand,	stood,	stood.
Stave,	staved, stove,	staved, stove.
Stay,	stayed, staid,	stayed, staid.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stink,	stank, stunk,	stunk.
Strew,	strewed,	strewed, strewn.
Stride,	strid, strode,	strid, stridden.
Strike,	struck,	struck, stricken.
String,	strung,	strung.
Strive,	strove,	striven.
Swear,	swore,	sworn.
Sweat,	sweat, sweated,	sweat, sweated.
Sweep,	swept,	swept.
Swell,	swelled,	swelled, swollen.
Swim,	swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	thrived,	thrived, thriven.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trod, trodden.
Wax,	waxed,	waxed, waxen.
Wear,	wore,	worn.

Present.	*Past.*	*Perfect Part.*
Weave,	wove,	woven, wove.
Weep,	wept,	wept.
Wet,	wet, wetted,	wet, wetted.
Win,	won,	won.
Wind,	wound,	wound.
Work,	worked, wrought,	worked, wrought.
Wring,	wrung,	wrung.
Write,	wrote,	written.

Defective Verbs.

A **Defective Verb** is one which has no participles, and is not used in all the modes and tenses.

Defective verbs are irregular.

A LIST OF DEFECTIVE VERBS.

Present.	*Past.*	*Present.*	*Past.*
Beware,	———	Quoth,	quoth.
Can,	could.	Shall,	should.
Hark,	———	Will,	would.
May,	might.	Wis,	wist.
Must,	———	Wit,	wot.
Ought,	ought.		

Remarks.

Beware is used mostly in the imperative mode, but it may be used in other modes.

Hark is now used only in the imperative.

Ought, which is nearly equivalent to should (the past tense of *shall*), is employed in connection with the infinitive mode of other verbs; as, "I *ought* to go."—"He *ought* to learn."—"She *ought* to have gone."

Ought is in the *present* tense when followed by the present tense of the infinitive, and in the *past* tense when followed by the present perfect tense of the infinitive.

Quoth is now seldom used, except in humor or satire.

Wis (*know*) and *wist* (*knew*) are obsolete.

Wit is employed only in the infinitive (*to wit*); when thus used it is equivalent to *namely* or *that is to say*, and is used in legal language to call attention to particulars; its past tense *wot* is not now used.

Can, may, shall, and *will,* and their past tenses, and *must,* are used only in forming tenses of other verbs.

The unipersonal verbs *would* (meaning *wish*), *meseems,* and *methinks,* are also defective.

Auxiliary Verbs.

An **Auxiliary Verb** is one which helps to form the modes and the tenses of other verbs.

The only tenses which may not be formed by means of auxiliaries are the present and the past of the indicative and the subjunctive, and the present of the imperative and the infinitive, in the active voice; as, "I loved."—"Love thou;"—*to love;* and even these, except the present infinitive, have complex forms; as, "If I did love."

The auxiliary verbs are *be, do, have, will, can, may, shall, must,* and *need.*

Remarks.

Be, do, have, need, and *will,* are also complete or principal verbs; they are auxiliary, when used with a participle or with any other part of a principal verb.

Can, may, must, and *shall,* are auxiliary verbs only.

Be is used as an auxiliary throughout all its parts in aiding to form the passive voice and the progressive form of other verbs.

Do is used as an auxiliary only in its present and in its past tense.

Have is used as an auxiliary in its present and its past tense, and in its imperfect participle.

Need is used as an auxiliary only in its present tense, chiefly in sentences expressing requirement or obligation; as, "The messenger *need* not return." It makes one of the variations of the potential mode.

Can, may, shall, and *will,* have each two tenses only, the present and the past; and *must* and *need* but one, the present.

FORMS OF AUXILIARY VERBS.

Present.	Am,	Do,	Have,	Shall,	Will,	May,	Can,	Must,	Need.
Past.	was,	did.	had,	should.	would.	might.	could.	—	—
Part.	being, —		having,	—	—	—	—	—	—
	been. —		had.						

CONJUGATION.

The Inflection of a verb is called Conjugation.

The **Conjugation** of a verb is the regular arrangement of its several *voices*, *modes*, *tenses*, *numbers*, and *persons*.

Conjugation of the Auxiliaries.

CAN.

Present:—a sign of the Potential Present.

Singular.	*Plural.*
1. I can,	1. We can,
2. Thou canst,	2. You can,
3. He can;	3. They can.

Past:—a sign of the Potential Past.

1. I could,	1. We could,
2. Thou couldst,	2. You could,
3. He could;	3. They could.

MAY.

Present:—a sign of the Potential Present.

1. I may,	1. We may,
2. Thou mayst,	2. You may,
3. He may;	3. They may.

Past:—a sign of the Potential Past.

1. I might,	1. We might,
2. Thou mightst,	2. You might,
3. He might;	3. They might.

SHALL.

Present:—a sign of Future Tenses.

1. I shall,	1. We shall,
2. Thou shalt,	2. You shall,
3. He shall;	3. They shall.

Past:—a sign of the Potential Past.

Singular.	*Plural.*
1. I should,	1. We should,
2. Thou shouldst,	2. You should,
3. He should;	3. They should.

MUST.

Present:—a sign of the Potential Present.

1. I must,	1. We must,
2. Thou must,	2. You must,
3. He must;	3. They must.

WILL.

Present:—a sign of Future Tenses.

1. I will,	1. We will,
2. Thou wilt,	2. You will,
3. He will;	3. They will.

Past:—a sign of the Potential Past.

1. I would,	1. We would,
2. Thou wouldst,	2. You would,
3. He would;	3. They would.

When used as a principal verb:—PRINCIPAL PARTS.—*Present*, Will; *Past*, Willed; *Perfect Participle*, Willed. PARTICIPLES.—*Imperfect*, Willing; *Perfect*, Willed; *Preperfect*, Having willed.

NEED.

Present:—a sign of the Potential Present.

1. I need,	1. We need,
2. Thou needst,	2. You need,
3. He needs;	3. They need.

When used as a principal verb:—PRINCIPAL PARTS.—*Present*, Need; *Past*, Needed; *Perfect Participle*, Needed. PARTICIPLES.—*Imperfect*, Needing; *Perfect*, Needed; *Preperfect*, Having needed.

DO.

Present:—a sign of the Present Tense.

Singular.	*Plural.*
1. I do,	1. We do,
2. Thou dost,	2. You do,
3. He does;	3. They do.

Past:—a sign of the Past Tense.

1. I did,	1. We did,
2. Thou didst,	2. You did,
3. He did;	3. They did.

When used as a principal verb:—PRINCIPAL PARTS.—*Present*, Do; *Past*, Did; *Perfect Participle*, Done. PARTICIPLES.—*Imperfect*, Doing; *Perfect*, Done; *Preperfect*, Having done.

HAVE.

Present:—a sign of the Present Perfect Tense.

1. I have,	1. We have,
2. Thou hast,	2. You have,
3. He has;	3. They have.

Past:—a sign of the Past Perfect Tense.

1. I had,	1. We had,
2. Thou hadst,	2. You had,
3. He had;	3. They had.

When used as a principal verb:—PRINCIPAL PARTS.—*Present*, Have; *Past*, Had; *Perfect Participle*, Had. PARTICIPLES.—*Imperfect*, Having; *Perfect*, Had; *Preperfect*, Having had.

Conjugation of the Intransitive Verb

"TO BE."

PRINCIPAL PARTS.

Present.—Am. *Past.*—Was. *Perfect Participle.*—Been.

INDICATIVE MODE.

In the Indicative mode, the present tense and the past have no auxiliaries except *do* and *did* in the emphatic form.

The auxiliary of the future tense is *shall* or *will* and its variations.

Of the present perfect, *have;*—of the past perfect, *had;*—of the future perfect, *shall have* or *will have.*

Present Tense.		*Past Tense.*	
Singular.	*Plural.*	*Singular.*	*Plural.*
1. I am,	1. We are,	1. I was,	1. We were,
2. Thou art,	2. You are,	2. Thou wast,	2. You were,
3. He is;	3. They are;	3. He was;	3. They were.

Future Tense:—implying simply *future time.*

Singular.	*Plural.*
1. I shall be,	1. We shall be,
2. Thou wilt be,	2. You will be,
3. He will be;	3. They will be.

Future Tense:—implying *promise, command,* or *threat.*

1. I will be,	1. We will be,
2. Thou shalt be,	2. You shall be,
3. He shall be;	3. They shall be.

When questions are asked, these forms reverse their meanings; that is, *the second* expresses *future time,* and *the first* has reference to a *determination* or *command.*

Present Perfect Tense.

1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been;	3. They have been.

Past Perfect Tense.

1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been;	3. They had been.

Future Perfect Tense.

Singular.	*Plural.*
1. I shall *or* will have been,	1. We shall *or* will have been.
2. Thou wilt *or* shalt have been,	2. You will *or* shall have been,
3. He will *or* shall have been;	3. They will *or* shall have been.

The auxiliaries *shall* and *will* have nearly the same meaning in the *future perfect* as in the *future* tense.

POTENTIAL MODE.

In this mode the auxiliaries of the present tense are *may, can, must,* and *need;*

—Of the past tense, *might, could, would,* and *should;*

—Of the present perfect tense, *may have, can have, must have,* and *need have;*

—Of the past perfect tense, *might have, could have, would have,* and *should have.* Of these only one in each tense will here be given.

Present Tense.

Singular.	*Plural.*
1. I may be,	1. We may be,
2. Thou mayst be,	2. You may be,
3. He may be;	3. They may be.

Past Tense.

1. I might be,	1. We might be,
2. Thou mightst be,	2. You might be,
3. He might be;	3. They might be.

Present Perfect Tense.

1. I may have been,	1. We may have been,
2. Thou mayst have been,	2. You may have been,
3. He may have been;	3. They may have been.

Past Perfect Tense.

1. I might have been,	1. We might have been,
2. Thou mightst have been,	2. You might have been,
3. He might have been;	3. They might have been.

EXERCISE.—Conjugate the verb "*to be*" in every tense of this mode, using all the auxiliaries.

SUBJUNCTIVE MODE.

Verbs in the indicative and the potential mode, as well as those in the subjunctive, are preceded by the conjunctions *if*, *though*, etc.; therefore some grammarians teach that there are *three* forms of the subjunctive mode, viz.: the Subjunctive Proper, the Subjunctive Indicative, and the Subjunctive Potential. But it requires a distinct form of the verb to constitute a distinct mode, and this distinct form is found in the subjunctive mode, in the present and the past tense only; strictly, therefore, the Subjunctive Proper is the only subjunctive mode.

When the indicative and the potential mode are preceded by the conjunctions named, they may be parsed as the indicative and the potential mode, *used subjunctively.*

Present Tense.		*Past Tense.*	
Singular.	*Plural.*	*Singular.*	*Plural.*
1. If I be,	1. If we be,	1. If I were,	1. If we were,
2. If thou be,	2. If you be,	2. If thou were,	2. If you were,
3. If he be;	3. If they be.	3. If he were;	3. If they were.

The present tense of the subjunctive refers to future time; as, "If it *be* necessary, I *will go* to-morrow"; that is, "If it *shall be* necessary, etc."

The past tense refers to the present time; as, "If it *were* done, all anxiety *would be* at an end"; that is, "If it were done *now*, etc."

IMPERATIVE MODE.

Present Tense.

Singular.	*Plural.*
2. { Be, *or* be thou, { Do be, *or* do thou be;	2. { Be, *or* be you, { Do be, *or* do you be.

The form of any verb having the auxiliaries *do* or *did* placed before it is called the **Emphatic Form**, because it is used to denote emphasis.

In the active voice of any verb, the emphatic form can be used only in the present tense and the past of the indicative, in both tenses of the subjunctive, and in the imperative.

In the passive voice, the emphatic form is used only in the imperative.

INFINITIVE MODE.

Present Tense.—To be. *Present Perfect Tense.*—To have been.

PARTICIPLES.

Imperfect.—Being. *Perfect.*—Been. *Preperfect.*—Having been.

Remarks on the Verb "To Be."

Be was formerly used in the indicative present for *am*, thus:—*I be, thou beest, he be; We be, ye be, they be.* This form is now considered contrary to good usage.

Wert is sometimes used for *were*, in the second person singular of the past subjunctive, and improperly for *wast* in the past indicative.

Were sometimes means *would be;* it should be parsed according to its form, as in the subjunctive mode, although potential in meaning; as, "It *were* vain to contend against such odds."

The forms *had be*, and *had been*, in denoting comparison or preference, are often used for *would be*, and *would have been;* as, "I *had* rather *be* a dog, than such a Roman."—"It *had been* better for him if he had not done it."

Such expressions should be avoided, and the past, or the past perfect tense of the potential, should be used.

The conjunctions *if, though*, etc., are sometimes omitted, and the nominative is placed after the verb, or between the verb and the auxiliary; as, *Were I*, for, *if I were; had he gone*, for, *if he had gone; should he stay*, for, *if he should stay.*

EXERCISE I.—Mention the *mode*, the *tense*, the *number*, and the *person* of each part of the verb "to be" in the following expressions, and conjugate the *mode* and the *tense* of each part:—

Thou art. He has been. We shall be. I may be. If I were. Be. To be. They had been. Thou wilt have been. You could be. They might have been. If he be. You were. He may have been. Be you. He need be. She should be. It was. To have been. She would have been.

EXERCISE II.—Give, in regular order, all the first persons singular of the verb "to be" in the indicative mode;—all the first persons plural;—all the second persons singular;—all the second persons plural;—all the third persons singular;—and all the third persons plural.

Give also all the first persons plural in the potential mode;—all the third persons plural;—all the second persons singular, and second persons plural, in the subjunctive mode.

The preceding exercise is one of Synopsis.

A **Synopsis** is a collection of parts so arranged as to give a general view of the whole.

Conjugation of the Verb "To Love."

Active Voice.

PRINCIPAL PARTS.

Present.—Love. *Past.*—Loved. *Perf. Participle.*—Loved.

INDICATIVE MODE.

Present Tense.

Singular.	*Plural.*
1. I love,	1. We love,
2. Thou lovest,	2. You love,
3. He loves;	3. They love.

Present Tense:—Emphatic Form.

1. I do love,	1. We do love,
2. Thou dost love,	2. You do love,
3. He does love;	3. They do love.

Past Tense.

1. I loved,	1. We loved,
2. Thou lovedst,	2. You loved,
3. He loved;	3. They loved.

Past Tense:—Emphatic Form.

1. I did love,	1. We did love,
2. Thou didst love,	2. You did love,
3. He did love;	3. They did love.

Future Tense:—implying simply *future time.*

Singular.	*Plural.*
1. I shall love,	1. We shall love,
2. Thou wilt love,	2. You will love,
3. He will love;	3. They will love.

Future Tense:—implying *promise, command,* or *threat.*

1. I will love,	1. We will love,
2. Thou shalt love,	2. You shall love,
3. He shall love;	3. They shall love.

Present Perfect Tense.

1. I have loved,	1. We have loved,
2. Thou hast loved,	2. You have loved,
3. He has loved;	3. They have loved.

Past Perfect Tense.

1. I had loved,	1. We had loved,
2. Thou hadst loved,	2. You had loved,
3. He had loved;	3. They had loved.

Future Perfect Tense.

1. I shall *or* will have loved,	1. We shall *or* will have loved,
2. Thou wilt *or* shalt have loved,	2. You will *or* shall have loved,
3. He will *or* shall have loved;	3. They will *or* shall have loved.

POTENTIAL MODE.

Present Tense.

1. I may love,	1. We may love,
2. Thou mayst love,	2. You may love,
3. He may love;	3. They may love.

Past Tense.

1. I might love,	1. We might love,
2. Thou mightst love,	2. You might love,
3. He might love;	3. They might love.

Present Perfect Tense.

Singular.	*Plural.*
1. I may have loved,	1. We may have loved,
2. Thou mayst have loved,	2. You may have loved,
3. He may have loved;	3. They may have loved.

Past Perfect Tense.

1. I might have loved,	1. We might have loved,
2. Thou mightst have loved,	2. You might have loved,
3. He might have loved;	3. They might have loved.

SUBJUNCTIVE MODE.

Present Tense.

1. If I love,	1. If we love,
2. If thou love,	2. If you love,
3. If he love;	3. If they love.

Present Tense:—Emphatic Form.

1. If I do love,	1. If we do love,
2. If thou do love,	2. If you do love,
3. If he do love;	3. If they do love.

Past Tense.

1. If I loved,	1. If we loved,
2. If thou loved,	2. If you loved,
3. If he loved;	3. If they loved.

Past Tense:—Emphatic Form.

1. If I did love,	1. If we did love,
2. If thou did love,	2. If you did love,
3. If he did love;	3. If they did love.

IMPERATIVE MODE.

Present Tense.

2. Love, love thou, *or* do thou love;	2. Love, love you, *or* do you love.

INFINITIVE MODE.

Present Tense.—To love. *Present Perfect.*—To have loved.

PARTICIPLES.

Imperfect.—Loving. *Perfect.*—Loved. *Preperfect.*—Having loved.

Remarks.

The third person singular formerly ended in *eth*. This termination, and *hath* for *has*, and *doth* for *does*, are used only in solemn style.

EXERCISE I.—Conjugate the verbs *to learn, to take, to rule,* and *to teach,* in the active voice, in the same manner as the verb "to love" is conjugated.

EXERCISE II.—Give orally, or write out, a *synopsis* of the verb *to love,* in the first person singular, in all the modes of the active voice; thus: *I love,* or *I do love; I loved,* or *I did love; I shall love,* etc.

Give orally, or write out, a *synopsis* of the same verb in the second person singular, in all the modes of the active voice;—in the second person plural;—in the third person plural;—of the verb *to take* in the third person singular, in all the modes of the active voice;—in the first person plural.

EXERCISE III.—Mention the *principal parts,* the *mode,* the *tense,* the *number,* and the *person,* of the verbs in the following expressions:—

Thou writest. He taught. Speak you. He may learn. If I love. They do learn. He will take. I had walked. Thou mightst rule. You may have listened. I understood. He has explained. Speak. To have heard. If thou ruled. We might have obeyed. They would write. We must study. You should have listened. It has amused. She will have taken. He need not go. They had come.

Passive Voice.

The Passive Voice of a verb is formed by combining with its perfect participle the variations of the auxiliary verb *to be.*

There are eleven variations of the verb "to be," namely;—*am, art, is, are, was, wast, were* (*wert*), *be, been,* and *being.*

INDICATIVE MODE.

Present Tense.

Singular.	*Plural.*
1. I am loved,	1. We are loved,
2. Thou art loved,	2. You are loved,
3. He is loved;	3. They are loved.

Past Tense.

Singular.	*Plural.*
1. I was loved,	1. We were loved,
2. Thou wast loved,	2. You were loved,
3. He was loved;	3. They were loved.

Future Tense:—implying simply *future time.*

1. I shall be loved,	1. We shall be loved,
2. Thou wilt be loved,	2. You will be loved,
3. He will be loved;	3. They will be loved.

Future Tense:—implying *promise, command,* or *threat.*

1. I will be loved,	1. We will be loved,
2. Thou shalt be loved,	2. You shall be loved,
3. He shall be loved;	3. They shall be loved.

Present Perfect Tense.

1. I have been loved,	1. We have been loved,
2. Thou hast been loved,	2. You have been loved,
3. He has been loved;	3. They have been loved.

Past Perfect Tense.

1. I had been loved,	1. We had been loved,
2. Thou hadst been loved,	2. You had been loved,
3. He had been loved;	3. They had been loved.

Future Perfect Tense.

1. I shall *or* will have been loved,	1. We shall *or* will have been loved,
2. Thou wilt *or* shalt have been loved,	2. You will *or* shall have been loved,
3. He will *or* shall have been loved;	3. They will *or* shall have been loved.

POTENTIAL MODE.

Present Tense.

Singular.	*Plural.*
1. I may be loved,	1. We may be loved,
2. Thou mayst be loved,	2. You may be loved,
3. He may be loved;	3. They may be loved.

Past Tense.

1. I might be loved,	1. We might be loved,
2. Thou mightst be loved,	2. You might be loved,
3. He might be loved;	3. They might be loved.

Present Perfect.

1. I may have been loved,	1. We may have been loved,
2. Thou mayst have been loved,	2. You may have been loved,
3. He may have been loved;	3. They may have been loved.

Past Perfect.

1. I might have been loved,	1. We might have been loved,
2. Thou mightst have been loved,	2. You might have been loved,
3. He might have been loved;	3. They might have been loved.

SUBJUNCTIVE MODE.

Present Tense.

1. If I be loved,	1. If we be loved,
2. If thou be loved,	2. If you be loved,
3. If he be loved;	3. If they be loved.

Past Tense.

1. If I were loved,	1. If we were loved,
2. If thou were loved,	2. If you were loved,
3. If he were loved;	3. If they were loved.

IMPERATIVE MODE.

Present Tense.

2. Be loved, be thou loved, *or* do thou be loved.

2. Be loved, be you loved, *or* do you be loved.

INFINITIVE MODE.

Present Tense.—To be loved. *Present Perfect.*—To have been loved.

PARTICIPLES.

Imperfect.—Being loved. *Perfect.*—Loved. *Preperfect.*—Having been loved.

EXERCISE I.—Conjugate the verbs *to advise, to take, to rule,* and *to teach,* in the passive voice, in the same manner as the verb "to love" is conjugated in the passive voice.

EXERCISE II.—Give a *synopsis* of the verb "to love" in the first person singular, passive;—of the verb "to advise" in the second person singular;—of the verb "to take" in the first person plural;—of the verb "to rule" in the second person plural;—of the verb "to teach" in the third person plural.

EXERCISE III.—Mention the *principal parts,* the *mode,* the *tense,* the *number,* and the *person,* of each verb in the following expressions:—

I have been loved. Thou wast advised. You are taught. It is taken. He shall be ruled. They had been loved. He may be asked. It was broken. If she be taken. Be thou advised. He might be chosen. You could have been taught. Be advised. To be done. It should be found. If he were taught. They have been seen. Thou mightst be ruled. To have been stolen. He will have been heard. They are told. It should have been written. Thou art ruled. You can be advised. Thou needst not be troubled.

The Progressive Form.

The **Progressive Form** of a verb is that which represents the *continuance* of the action, the being, or the state, asserted by the verb; as, "I *am writing.*"—"Thou *art standing.*"—"He *was sleeping.*"

The progressive form of a verb is made by combining its imperfect participle with the variations of the auxiliary verb *to be.*

Some verbs by reason of their use and meaning do not properly have a progressive form; "I *am esteeming,*" for instance, means simply, "I *esteem.*"

Conjugation of the Verb "To Learn," in the Progressive Form.

Active Voice.

INDICATIVE MODE.

Present Tense.— 1. I am learning, 2. Thou art learning, 3. He is learning; etc.

Past Tense.— 1. I was learning, 2. Thou wast learning, 3. He was learning; etc.

Future Tense.— 1. I shall *or* will be learning, 2. Thou wilt *or* shalt be learning, 3. He will *or* shall be learning; etc.

Present Perfect.—1. I have been learning, 2. Thou hast been learning, 3. He has been learning; etc.

Past Perfect.— 1. I had been learning, 2. Thou hadst been learning, 3. He had been learning; etc.

Future Perfect.— 1. I shall *or* will have been learning, 2, Thou wilt *or* shalt have been learning, 3. He will *or* shall have been learning; etc.

POTENTIAL MODE.

Present Tense.— 1. I may be learning, 2. Thou mayst be learning, 3. He may be learning; etc.

Past Tense.— 1. I might be learning, 2. Thou mightst be learning, 3. He might be learning; etc.

Present Perfect.—1. I may have been learning, 2. Thou mayest have been learning, 3. He may have been learning; etc.

Past Perfect.— 1. I might have been learning, 2. Thou mightst have been learning, 3. He might have been learning; etc.

SUBJUNCTIVE MODE.

Present Tense.— 1. If I be learning, 2. If thou be learning, 3. If he be learning; etc.

Past Tense.— 1. If I were learning, 2. If thou were learning, 3. If he were learning; etc.

IMPERATIVE MODE.

Present Tense.— 2. Be thou learning, *or* do thou be learning; etc.

INFINITIVE MODE.

Present Tense.— To be learning. *Present Perfect Tense.*—To have been learning.

PARTICIPLES.

Imperfect.— Being learning (*rarely used*). *Perfect.*—Been learning (*used only after* "have" *and* "had"). *Pre-perfect.*—Having been learning.

Remarks.

The progressive form is usually restricted to the active voice, although it is sometimes made in the present and the past tense in the passive voice by combining with the imperfect passive participle of the verb, the variations of the auxiliary verb *to be;* as, "The work *is being examined.*"—"The house *was* then *being constructed.*"

The use of the progressive form in the passive voice is of doubtful propriety, even though it is sanctioned by many good writers. It is preferable to adopt some other mode of expression: thus, instead of, "The house *was* then *being constructed,*" it would be better to say, "The house *was* then *in course of construction:*"—for, "The work *is being examined,*" say, "The work *is under examination.*"

Some transitive verbs in the progressive form of the active voice have, in the third person, a passive signification; as, "These stocks *are selling* at a premium."

EXERCISE.—Conjugate the verbs *to buy, to read,* and *to write,* in the progressive form, in the same manner as the verb "to learn" is conjugated in the progressive form.

The Interrogative Form.

The **Interrogative Form** of a verb is that which is used *to ask a question;* as, "*Can* he *learn?*"—"*Shall* he *be taught?*"

A verb is conjugated *interrogatively* by placing the subject immediately after the verb, between the auxiliary and the verb, or after the first auxiliary when two or more auxiliaries are used; as, "*Hearest* thou?"—"*May* he *come?*"—"*Might* he *have been called?*"

The interrogative form is used only in the indicative and in the potential mode.

Conjugation of the Verb "To See," in the Interrogative Form.

Active Voice.

INDICATIVE MODE.—See I, *or* do I see? Saw I, *or* did I see? Shall *or* will I see? Have I seen? Had I seen? Shall *or* will I have seen?

POTENTIAL.—May I see? Might I see? May I have seen? Might I have seen?

PROGRESSIVE FORM.—Am I seeing? Was I seeing? Shall *or* will I be seeing? Have I been seeing? Had I been seeing? Shall *or* will I have been seeing? etc.

Passive Voice.

INDICATIVE MODE.—Am I seen? Was I seen? Shall *or* will I be seen? Have I been seen? Had I been seen? Shall *or* will I have been seen?

POTENTIAL.—May I be seen? Might I be seen? May I have been seen? Might I have been seen?

The Negative Form.

The **Negative Form** of a verb is that which is used to express *negation* or *denial;* as, "He *does not study.*"

A verb is conjugated *negatively* by placing the adverb *not* immediately after it, or after the first auxiliary; as, "They *care not.*"—"He *can not return.*"—"They *will not be governed.*"

The negative *not,* however, precedes the participles and the infinitive; as, *Not being loved; not to see.*

The negative form is used in all the modes, and with the participles.

Conjugation of the Verb "To See," in the Negative Form.

Active Voice.

INDICATIVE MODE.—I see not, *or* I do not see. I saw not, *or* I did not see. I shall *or* will not see. I have not seen. I had not seen. I shall *or* will not have seen.

POTENTIAL.—I may not see. I might not see. I may not have seen. I might not have seen.

SUBJUNCTIVE.—If I see not. If I saw not.

INFINITIVE.—Not to see. Not to have seen.

PARTICIPLES.—Not seeing. Not having seen.

PROGRESSIVE FORM.—I am not seeing. I was not seeing. I shall *or* will not be seeing. I have not been seeing. I had not been seeing. I shall *or* will not have been seeing, etc.

Passive Voice.

INDICATIVE MODE.—I am not seen. I was not seen. I shall *or* will not be seen. I have not been seen. I had not been seen. I shall *or* will not have been seen.

POTENTIAL.—I may not be seen. I might not be seen. I may not have been seen. I might not have been seen.

SUBJUNCTIVE.—If I be not seen. If I were not seen.

INFINITIVE.—Not to be seen. Not to have been seen.

PARTICIPLES.—Not being seen. Not having been seen.

The Negative-Interrogative Form.

The **Negative-Interrogative Form** of a verb is that which is used *to ask a question with negation;* as, *"Shall* they *not be taught?"*

A verb is conjugated *interrogatively and negatively* by placing the subject followed by *not,* immediately after the verb, or after the first auxiliary; as, *"Cares* he *not?"—"Might* he *not improve?"*

The negative-interrogative form is used only in the indicative mode and in the potential.

Conjugation of the Verb "To See," in the Negative-Interrogative Form.

Active Voice.

INDICATIVE MODE.—See I not, *or* do I not see? Saw I not, *or* did I not see? Shall *or* will I not see? Have I not seen? Had I not seen? Shall *or* will I not have seen?

POTENTIAL.—May I not see? Might I not see? May I not have seen? Might I not have seen?

PROGRESSIVE FORM.—Am I not seeing? Was I not seeing? Shall *or* will I not be seeing? Have I not been seeing? Had I not been seeing? Shall *or* will I not have been seeing? etc.

Passive Voice.

INDICATIVE MODE.—Am I not seen? Was I not seen? Shall *or* will I not be seen? Have I not been seen? Had I not been seen? Shall *or* will I not have been seen?

POTENTIAL.—May I not be seen? Might I not be seen? May I not have been seen? Might I not have been seen?

EXERCISE I.—Conjugate the verb *to rule* in the interrogative form.

Conjugate the verb *to teach* in the negative form.

Conjugate the verb *to take* in the negative-interrogative form.

EXERCISE II.—Mention the *principal parts, form, voice, mode, tense, number,* and *person,* of each of the following verbs, and conjugate each in its mode and tense:—

(A verb not in the progressive, the emphatic, the interrogative, the negative, or the negative-interrogative form, is said to be in the *common form.*)

He was taught. I may be ruling. Thou wast singing. We may not be heard. Might I not know? He does learn. She does study. It was said. I have been dreaming. If they do come. Do attend. Awake. Do not disobey. She should have listened. Has he been punished? Will you not believe? We might not have been seen. When will it be done? Would he try, he might succeed. The book has been published. Truth is mighty and will prevail. Having written a letter, he mailed it. I strove to perform the task. Could it have been accomplished? Boys were reciting lessons. He died, esteemed by all that knew him.

EXERCISE III.—Parse the *verbs* in the following sentences:—

1.—"Success will attend his efforts, if he continue attentive."

MODELS.—*Will attend.*—*Success* will attend *efforts.*—"Will attend" is a verb, "A Verb is a word, etc.";—transitive, because it has an object (*efforts*);—regular, because its past tense and perfect participle are formed by suffixing *ed* to the present tense (pres. *attend,* past *attended,* perf. part. *attended*);—in the active voice, because it shows that the subject does the action asserted by the verb;—indicative mode, because it expresses a positive assertion;—future tense, because it denotes future time;—in the singular number, third person, because its subject *success* is, with which it agrees.

Continue.—(If) *he* continue.—"Continue" is a verb, "A Verb is a word, etc.";—intransitive, etc.;—regular, etc. (pres. *continue,* past *continued,* perf. part. *continued*); it has no voice, etc.;—subjunctive mode, etc.;—present tense, etc.;—in the singular number, third person, because its subject *he* is, with which it agrees.

2.—"Write your letters, boys, that they may be taken to the post-office.

Write.—Write (*you*) *letters.*—"Write" is a verb, etc.;—transitive, etc.;—irregular, etc. (*write, wrote, written*);—active voice, etc.;—imperative mode, etc.;—present tense, etc.;—in the plural number, second person, because its subject (*you*, understood) is, with which it agrees.

May be taken.—*They* may be taken.—"May be taken" is a verb, etc.;—transitive, etc.;—irregular, etc. (*take, took, taken*);—passive voice, etc.;—potential mode, etc.;—present tense, etc.;—in the plural number, third person, because its subject *they* is, with which it agrees.

3.—"If he is obliged to go, I can not prevent him."

Is obliged.—(If) *he* is obliged.—"Is obliged" is a verb, etc.;—transitive, etc.;—regular, etc. (*oblige, obliged, obliged*);—passive voice, etc.;—indicative mode (*used subjunctively*, because it expresses uncertainty or contingency);—present tense, etc.;—in the singular number, third person, because its subject *he* is, with which it agrees.

To go.—*Is obliged* to go.—"To go" is a verb, etc.;—intransitive, etc.;—irregular, etc. (*go, went, gone*); it has no voice, etc.;—infinitive mode, etc.;—present tense, etc.;—it is not limited by number or person, because it has no subject;—it depends upon the finite verb *is obliged*, which it completes in meaning.

4.—"Did all men show charity, how much misery would be prevented."

Did show.—*Men* did show *charity.*—"Did show" is a verb, etc.;—transitive, etc.;—irregular, etc. (*show, showed, shown*);—active voice, etc.;—subjunctive mode, etc.;—past tense, etc.;—emphatic form, etc.;—in the plural number, third person, because its subject *men* is, with which it agrees.

PARTICIPLES.—Parse the *participles*, etc., in the following sentences:—

1.—"The prisoner, convicted of murder, was sentenced to be hanged."

MODELS.—*Convicted.*—*Prisoner* convicted.—"Convicted" is the perfect participle of the passive voice of the transitive regular verb "to convict" (imperf. *being convicted*, perf. *convicted*, preperf. *having been convicted*);—it describes the noun *prisoner*.

2.—"The falling of the burning timbers caused the death of a fireman."

Falling.—Falling *caused.*—"Falling" is the imperfect participle of the verb "to fall" (imperf. *falling*, perf. *fallen*, preperf. *having fallen*);—it is *used as a noun* in the singular number, third person, and of the neuter gender;—in the nominative case, being the subject of the verb *caused*.

Burning.—Burning *timbers.*—"Burning" is the imperfect participle of the verb "to burn" (imperf. *burning*, perf. *burned*, preperf. *having burned*);—it is *used as an adjective*;—it can not be compared, and it describes the noun *timbers*.

Parse the *verbs*, the *participles*, the *participial adjectives*, and the *participial nouns* in the following sentences:—

Bees make honey. Revenge dwells in little minds. The rich soil yielded fruit and flowers in abundance. Virtue will procure esteem. The bird has built her nest in the old tree. The sultry heat of summer had passed away. An angry man opens his mouth and shuts his eyes. The hunter returned laden with the spoils of the chase. Rome was founded in 753 before Christ. The cottages of the peasants were consigned to the flames. He who is ignorant of happiness may possess wealth, but he cannot truly enjoy it.

Never entertain unreasonable expectations, for you will be disappointed. If thou pretended to know the truth, then thy ignorance were the greater crime. Unless we rule ourselves, we will be ruled by others.

ADVERBS.

An **Adverb** is a word used to qualify the meaning of a verb, an adjective, or another adverb; as, "They were *not* diligent, and advanced *very slowly* in their studies."

An adverb may qualify a preposition; as, "The vessel was struck *immediately above* the water-line."

An adverb may also qualify several words taken together; as, "He held out *nearly to the end*, and then yielded."—"The arrow was aimed *directly at the heart of the captive*."

Remarks.

An adverb is usually an abridged expression denoting by one word an equivalent for two or more words; *slowly*, for instance, is equivalent to *in a slow manner*.

Such expressions as *at length, at once, of course, in vain, in short*, etc., each of which usually consists of a preposition and a noun or an adjective following, have been termed *adverbial phrases*, and parsed simply as adverbs; but whenever the words in such expressions can be parsed separately, it is better to parse them so.

The expressions *by and by, upside down, now and then*, etc., are *Complex Adverbs* when the words composing them cannot be parsed separately.

Adverbs formed by uniting two or more words, with or without the hyphen, are *Compound Adverbs;* as, *elsewhere, somehow, topsy-turvy, helter-skelter,* etc.

CLASSES OF ADVERBS.

Adverbs may be divided into five general classes; Adverbs of Manner, of Time, of Place, of Degree, and of Interrogation.

I. Adverbs of **Manner** generally answer to the question, *How?* Most of them are formed from adjectives or participles by suffixing *ly;* and a few by suffixing *how* or *wise.*

Adverbs of manner may be subdivided as follows:—

1.—Of *quality;* as, *fain, ill, lief, so, thus, well, badly, easily, foolishly, gladly, sweetly, anyhow, somehow, likewise, otherwise,* etc.

2.—Of *affirmation;* as, *amen, ay, certainly, doubtless, forsooth, indeed, surely, truly, verily, yea, yes,* etc.

3.—Of *negation;* as, *nay, no, not, nowise,* etc.

4.—Of *uncertainty;* as, *haply, may-be, mayhap, perhaps, perchance, peradventure, possibly, probably,* etc.

II. Adverbs of **Time** generally answer to the question, *When? How long? How often?* or *How soon?*

The principal adverbs of time are *already, always, aye, daily, ever, forthwith, hourly, immediately, lately, now, never, often, seldom, since, then, till, until, weekly, yesterday, yet,* etc.; also, *once, twice,* and *thrice.*

III. Adverbs of **Place** generally answer to the question, *Where? Whereabouts? Whence?* or *Whither?*

The principal adverbs of place are *anywhere, downward, elsewhere, hence, here, hither, nowhere, off, out, somewhere, thence, there, upward, where, wherever, yonder,* etc.; also, *first, secondly, thirdly,* etc., and such words as *singly, doubly, triply,* etc.

IV. Adverbs of **Degree** generally answer to the question, *How much?* or *How little?* An adverb of degree usually qualifies an adjective or another adverb.

The principal adverbs of degree are *almost, altogether, as, enough, equally, even, much, more, most, little, less, least, only, quite, scarcely, so, very, wholly,* etc.

V. Adverbs of **Interrogation** are used in asking questions.

The principal adverbs of interrogation are *how*, *when*, *whence*, *where*, *wherefore*, *whither*, *why*, etc.

Conjunctive Adverbs.

Conjunctive Adverbs are those which have the nature partly of the conjunction and partly of the adverb. In their *conjunctive use* they connect parts of sentences (clauses), with the word modified by the clauses. In their *adverbial use*, they modify some word in the clause in which they occur, as, "He claimed the right to defend himself *when* he was attacked."

Here the clause "*when he was attacked*" modifies *to defend* and is connected with the word it modifies by the conjunctive adverb *when*. In its adverbial use *when* modifies *was attacked*.

The principal conjunctive adverbs are *after*, *as*, *before*, *how*, *since*, *therefore*, *till*, *until*, *when*, *where*, *wherefore*, *while*, and *why*.

Comparison of Adverbs.

The Inflection of adverbs, like that of adjectives, is called Comparison.

A few adverbs are compared like adjectives by suffixing to the positive *er* to form the comparative, and *est* to form the superlative; as, pos. *soon*, comp. *sooner*, sup. *soonest*.

Most adverbs that end with the syllable *ly* admit the form of comparison made by placing before the positive *more* or *less* to form the comparative, and *most* or *least* to form the superlative; as, pos. *easily*, comp. *more easily*, sup. *most easily;* pos. *frequently*, comp. *less frequently*, sup. *least frequently*.

In these examples the adverbs *more* and *most*, *less* and *least*, only are inflected: these adverbs, therefore, should be parsed as qualifying the principal adverbs *easily* and *frequently*, which are compared, but are not inflected.

The following adverbs are compared irregularly:—

Positive.	*Comparative.*	*Superlative.*
Badly,	worse,	worst.
Far,	farther,	farthest.
Ill,	worse,	worst.
Little,	less,	least.
Much,	more,	most.
Well,	better,	best.

Remarks.

Many words are used sometimes as adverbs, and sometimes as adjectives; as, "When employment *no longer* affords pleasure, it becomes a burden"; here, *no* is an adverb, and qualifies the adverb *longer*. "When they lifted up their eyes, they saw *no* man"; here, *no* is an adjective, and limits the noun *man*.

The principal words which are either adverbs or adjectives, according to their use, are *better, best, first, late, little, less, least, much, more, most, near, no, still, well*, etc. These words are adverbs when they qualify verbs, adjectives, or other adverbs, and are adjectives when they describe or limit nouns or pronouns.

The adverb *there* is sometimes used without any definite meaning before a verb, or to begin a sentence; as, "*There* was nothing gained by the effort." When a question is asked, it is placed after the verb, as, "Breathes *there* a man with soul so dead?" When so used, *there* is called an **expletive.**

Adverbs are sometimes used independently of other words; as, "*Well*, the worst is past."—"*Yes*, Christianity must prevail over all lands."

EXERCISE I.—Tell to which *class* each of the following *adverbs* belongs, give the reason, and compare it, if it can be compared:—

Now, perhaps, hardly, hither, seldom, thrice, recently, doubly, often, somewhere, yea, well, upwards, thence, enough, surely, sooner, quite, henceforth, indeed, never, already, secondly, here, possibly, undoubtedly, singly, no, farther, verily.

EXERCISE II.—Parse the *adverbs* in the following sentences:—

1.—"They are here, but they will soon leave."

MODELS.—*Here.*—*Are* here.—"Here" is an adverb, "An Adverb is a word, etc.";—of place, it answers to the question, *Where?*—it cannot be compared;—it qualifies the verb *are*.

Soon.—*Will leave* soon.—"Soon" is an adverb, "An Adverb is a word, etc.";—of time, it answers to the question, *When?*—it can be compared (pos. *soon*, comp. *sooner*, sup. *soonest*);—in the positive degree;—it qualifies the verb *will leave*.

2.—"Act promptly when necessity requires it."

When.—*Act* when *requires* (when).—"When" is a conjunctive adverb, "A Conjunctive Adverb is one which connects its clause with the word that it qualifies, etc.;—it cannot be compared;—it modifies *requires*, and connects the clause *when necessity requires it* with the verb *act*, which the clause modifies.

Parse the *adverbs* in the following sentences:—

The deep river flowed noiselessly. How brightly shines the morning sun! He rose early and retired late. His friend went to New York and thence sailed to London. Washington was unanimously elected. Still one was wanting. The still night was bitterly cold. Come when you shall have done your task. Think deliberately and then act promptly. There are few who fail when they apply themselves diligently. There wanders one whom better days saw better clad. A little mind may often dwell in a great body. Well, death must come to us all. Yes, he confessed his fault.

Vane said no more than this:—"The cause is bad which can not bear the words of a dying man," and then expired.

EXERCISE III.—Parse also the articles, the nouns, the pronouns, the adjectives, and the verbs, in the preceding sentences.

PREPOSITIONS.

A **Preposition** is a word used before a noun or a pronoun to show its relation to some preceding word; as, "He traveled *from* New York *to* New Orleans.

A preposition with its object forms a *prepositional phrase.*

In this sentence, *from* shows the relation of the noun *New York* to the verb *traveled;* and *to* shows the relation of the noun *New Orleans* to the verb *traveled.* *From* and *to* connect their phrases with the verb *traveled*, which both phrases modify.

The noun or the pronoun which follows the preposition, is called the *object* of the relation denoted by the preposition, and is always in the objective case.

A preposition may also be followed by a participle, a verb in the infinitive mode, or a part of a sentence (phrase).

CLASSES OF PREPOSITIONS.

Prepositions are divided into three classes; Simple, Compound, and Complex.

The **Simple Prepositions** are nineteen, namely:—*at, after, by, down, for, from, in, of, on, over, past, round, since, through, till, to, under, up, with.*

Compound Prepositions are usually formed by prefixing *a* or *be* to some noun, adjective, adverb, or preposition; by uniting two prepositions; or by uniting a preposition and an adverb.

In compound words, *a* prefixed is a contraction of *at*, and has the meaning of *at, in, on, to*, etc.; and *be* was formerly *by*.

The compound prepositions formed by prefixing *a* are *abaft, aboard, about, above, across, against, along, amid, amidst, among, amongst, around, athwart.*

The compound prepositions formed by prefixing *be* are *before, behind, below, beneath, beside, besides, between, betwixt, beyond.*

The compound prepositions formed by uniting two prepositions, or a preposition and an adverb, are *into, throughout, toward, towards, underneath, until, unto, upon, within, without.*

Complex Prepositions are composed of two or more prepositions, or of a preposition and some other part of speech, which together express one relation; as, "The spring flowed *from between* the rocks." Here, *from between* is a complex preposition, and shows the relation between *rocks* and *flowed*.

As to, as for, from before, from between, from over, over against, out of, round about, and a few similar expressions, may be regarded as *complex prepositions;* but *according to, contrary to, in respect of, instead of*, etc., should not be classed as such, since in these expressions the words may be parsed separately.

Remark.

Some words which are generally prepositions become other parts of speech when not followed by an object: thus, *after, before, by, on, since, till, up, until*, etc., are sometimes adverbs; and *for* and *since* are sometimes conjunctions.

EXERCISE I.—Parse the *prepositions* in the following sentences:—

1.—"The tree is shaken by the wind."

MODEL.—*By.—Is shaken* by *wind.*—"By" is a simple preposition, "A Preposition is a word, etc.";—it is used before the noun *wind* to show its relation to the verb *is shaken.*

2.—"A sound of falling water issued from within the cavern."

From within.—Issued from within *cavern.*—"From within" is a complex preposition, "A Complex Preposition is one composed of two or more prepositions not forming a single word, which together express one relation";—it is used before the noun *cavern* to show its relation to the verb *issued.*

3.—"Without industry, we can not succeed."

Without.—Can succeed without *industry.*—"Without" is a compound preposition, "A Compound Preposition is one usually formed, etc.";—it is used before the noun *industry* to show its relation to the verb *can succeed.*

Parse all the *prepositions* in the following sentences:—

Flowers bloom in summer. Wreaths of smoke ascend through the trees. Cæsar paused upon the brink of the Rubicon. Many are courageous from a dread of shame. We cannot love our country with too pure an affection. Better is a little with righteousness than great revenues without right. One man, eminent above the others for strength, was chosen to lead them. The influence of human actions reaches beyond the grave.

We sat upon a mossy bank beneath an aged pine, among whose branches the south wind made pleasant music, while below us, at a little distance, the waters of a tiny brook sang merrily as they danced swiftly down the slope, about to be lost in the flood of the mighty river. Help from without one's self is often enfeebling in its effects, but help from within invariably invigorates.

EXERCISE II.—Parse also the articles, the nouns, the pronouns, the adjectives, the verbs, and the adverbs, in the preceding sentences.

EXERCISE III.—Compose sentences containing the different kinds of prepositions.

CONJUNCTIONS.

A **Conjunction** is a word used to connect the words, the parts of a sentence, or the sentences, between which it is placed; as, "He is patient *and* happy, *because* he is a Christian."

In this example, *and* connects the words *patient* and *happy*, while *because* connects the parts of the sentence (members). *He is patient and happy*, and *he is a Christian.*

Though relative pronouns connect the nouns or the pronouns to which they relate with subsequent parts of sentences, yet they must never be parsed as conjunctions; some grammarians, however, call them *conjunctive pronouns.*

Other parts of speech, such as pronominal adjectives, verbs, adverbs, and prepositions, when used simply as connectives, should be parsed as conjunctions.

CLASSES OF CONJUNCTIONS.

Conjunctions may be divided into two general classes; Copulative and Disjunctive.

A **Copulative Conjunction** is one which denotes an addition, a consequence, a purpose, a reason, or a supposition.

The copulative conjunctions are *also, and, as, because, both, even, for, if, seeing, since, so, that, then,* and *therefore.*

A **Disjunctive Conjunction** is one which denotes a choice, a comparison, a separation, or a restriction.

The disjunctive conjunctions are *although, but, either, else, except, lest, neither, nevertheless, nor, notwithstanding, or, provided, than, though, unless, yet, whereas,* and *whether.*

Certain conjunctions belonging to the foregoing classes are used in pairs, and are called *Correlative Conjunctions,* because the one calls for the other and relates to it, and *together* they connect the same words or sentences.

The correlative conjunctions are *as—so, although—yet, both—and, either—or, if—then, neither—nor, whether—or,* and *though—yet.*

The former in each of these pairs may be called the *correlative* of the latter, and together they connect the same parts, etc.

Sometimes two or more words not united are taken together and form what is called a *Complex Conjunction.*

The principal complex conjunctions are *as if, as well as, but that, forasmuch as, except that, even though, inasmuch as, seeing that,* etc.

EXERCISE I.—Parse the *conjunctions* in the following sentence:—"Though truth and error each exerts great influence, yet truth must prevail, inasmuch as it is the greater power."

MODELS.—*And.—Truth* and *error.*—"And" is a conjunction, "A Conjunction is a word, etc.";—copulative, because it denotes, etc.;—it connects the two nouns *truth* and *error* between which it is placed.

Though.—Though *truth* and *error each exerts great influence,* (yet) *truth must prevail.*—"Though" is a conjunction, "A Conjunction is, etc.";—it is the correlative of *yet,* and with *yet* connects the two sentences above given.

Yet.—(Though) *truth and error each exerts great influence,* yet *truth must prevail.*—"Yet" is a conjunction, "A Conjunction, etc.";—it is the correlative of *though,* and with *though* connects the two sentences between which it is placed.

Inasmuch as.—Truth must prevail, inasmuch as *it is the greater power.*—"Inasmuch as" is a complex conjunction, "A Complex Conjunction is, etc.";—it connects the two sentences, *Truth must prevail,* and *it is the greater power,* between which it is placed.

Parse all the *conjunctions* in the following sentences:—

Light and heat proceed from the sun. If we cannot remove pain, we may at least alleviate it. Both men went to sea, but only one returned. The prisoner at the bar both planned and executed the deed, as I will prove. The unhappy man acknowledged his weakness, yet persisted in the habit.

I will not argue with you; for, though I can convince your judgment, I cannot convert your heart. Neither threat nor punishment moved him from his purpose. The principal nobles were delivered up as hostages and were thrown into prison, although honorable treatment had been promised to them. The ancient philosophers disputed whether the world was made by chance or by a divine mind.

EXERCISE II.—Parse also the articles, the nouns, the pronouns, the adjectives, the verbs, the adverbs, and the prepositions, in the foregoing sentences.

INTERJECTIONS.

An **Interjection** is a word used in exclamation, to express some emotion of the mind; as, *Ha! pshaw! alas! halloo!*

CLASSES OF INTERJECTIONS.

The following are the principal classes of interjections:—

1.—Those expressive of *joy* or *exultation;* as, *ah, aha, hey, hurrah, huzza;*

2.—Of *sorrow;* as, *ah, alas, oh;*

3.—Of *surprise* or *wonder;* as, *ha, indeed, what;*

4.—Of *contempt* or *disgust;* as, *bah, faugh, fie, foh, humph, pah, pish, pshaw, tush, tut;*

5.—Of *attention* or *calling aloud;* as, *ahoy, behold, halloo, hark, ho, lo, look, see, soho, whoa;*

6.—Of *silence;* as, *hist, hush, mum, whist;*

7.—Of *addressing, saluting,* or *taking leave;* as, *adieu, farewell, hail, good-by, good-day, O;*

8.—Of *laughter;* as, *ha-ha, he-he, te-he;*

9.—Of *interrogation;* as, *eh, hey.*

O is always a capital, and is used before the name of a person or thing addressed.

Some words used as interjections may be parsed as other parts of speech by supplying the words evidently omitted; thus, *horrible!* means, *it is horrible; see!* means, *see thou* or *you.*

EXERCISE I.—Parse the *interjection* in the following sentence:—"Hurrah! the day is gained."

MODEL.—*Hurrah.*—(It has no grammatical connection.)—"Hurrah" is an interjection, "An Interjection is a word, etc.";—it is expressive of exultation.

Parse the *interjections* in the following sentences:—

O king, live forever! Oh! what a fall was there, my countrymen! Few, alas! survived to tell the tale. What! feed a child's body and starve its soul! Well, good-by, I hope to see you again. Alas! by some degree of woe, we every bliss must gain.

EXERCISE II.—Parse the nouns, the pronouns, the articles, the adjectives, the verbs, the adverbs, the prepositions, and the conjunctions in the preceding sentences.

EXERCISE III.—Compose sentences, each of which shall contain all the parts of speech.

WORDS USED AS DIFFERENT PARTS OF SPEECH.

The following are some of the most important words which may belong to different parts of speech, according to their different uses:—

As is (1) a Conjunction simply, when it means *since, because;* "*As* he was ambitious, I slew him."

(2)—an Adverb, when it denotes time, degree, or manner; as, "Do *as* I do."—"He spoke *as* we entered."

Before is (1) an Adverb, when it denotes *time* simply; as, "The Indians never saw a ship *before*."

(2)—a Preposition, when followed by a noun or a pronoun in the objective case; as, "The world was *before* him. So also are *after, ere, till, until.*

Both is (1) a Pronominal Adjective, when it limits or represents a noun; as, "*Both* criminals were condemned, and *both* were hung."

(2)—a conjunction, when it aids in connecting words or sentences; as, "James *both* reads and writes well." So also are *either* and *neither.*

But is (1) a Preposition, when it means *except;* as, "All remained *but* him."

(2)—an Adverb, when it means *only;* as, "He was *but* one among the many who were slain."

(3)—a Conjunction, when it connects words or sentences as, "I go, *but* I will return."

For is (1) a Conjunction, when it connects parts of sentences (members), and is used in giving a reason; as, "They will never succeed, *for* they are inattentive."

(2)—a Preposition, when it is followed by a noun or a pronoun in the objective case; as, "Prizes were awarded *for* good conduct."

So also is *notwithstanding.*

Since is (1) a Preposition, when followed by a noun in the objective case denoting a portion of time, or a past event; as, "No greater event has happened *since* the Revolution."

(2)—a Conjunction, when it denotes a reason; as, "The boy must obey, *since* his father commands."

(3)—an Adverb simply, or a conjunctive adverb, when it denotes time; as, "I have not seen him *since*."—"Two years have passed *since* it happened."

That is (1) a Relative Pronoun, when *who, whom,* or *which* may be substituted for it; as, "Solomon was the wisest man *that* ever lived."—"All *that* heard him were astonished."

(2)—a Pronominal Adjective, when it limits or represents

a noun; as, "*That* event caused joy in all hearts."—"This word may be used for *that*."

(3)—a Conjunction, when it is used to connect sentences; as, "Live well, *that* you may die well."

Then is (1) a Conjunction, when it means *in that case*, or *in consequence;* as, "If this is justice, *then* I want none of it."

(2)—an Adverb, when it denotes time; as, "Alfred was *then* king."

What is (1) a Relative Pronoun, when *thing which* or *things which* may be substituted for it; as, "*What* he sought, he obtained."

(2)—an Interrogative Pronoun, when it is used to ask a question; as, "*What* caused the accident?"

(3)—a Pronominal Adjective simply, when it limits a noun; as, "*What* fame Cæsar acquired!"

(4)—a Pronominal Adjective and a Relative Pronoun at the same time, when it limits a noun, and when *that which;* or *those which* may be substituted for it; as, "*What* vessels survived the storm were captured."

(5)—an Adverb, when it means *partly;* as, "*What* by fire and *what* by sword, the whole country was laid waste."

(6)—an Interjection, when used as an exclamation expressing surprise; as, "*What!* did he commit that crime?"

While is (1) a Noun, when it denotes *space of time;* as, "For a *while* we thought him innocent."

(2)—an Adverb, when it denotes *during the time in which* as, "I will work *while* you rest."

(3)—a Verb, when it means to *spend* or *pass;* as, "He traveled merely to *while* away the time."

Yet is (1)—an Adverb, when it means *in addition, thus far, at the present time;* as, "He adduced *yet* one more argument to prove his point."

(2)—a Conjunction, when it means *notwithstanding, nevertheless;* as, "Though the land has become a wilderness, *yet* industry may reclaim it."

PART III.

SYNTAX.

SYNTAX treats of sentences, and teaches how to construct them from words.

A **Sentence** is two or more words (one of which must be a finite verb) so combined as to make complete sense; as, "Water flows."—"Experience gives wisdom."

The complete sense contained in a sentence is called a **Proposition**, and every sentence is said to contain a proposition.

The name *sentence* is applied to all the words taken in combination; *proposition*, to the thought which they express; therefore, "Water flows," is both a sentence and a proposition.

The expression of thought in successive sentences is termed *Discourse*.

CLASSES OF SENTENCES ACCORDING TO USE.

Sentences may be divided, according to the manner in which they are used, into Declarative, Interrogative, Imperative, and Exclamatory.

A **Declarative Sentence** is one which is used to affirm or to deny; as, "The sun shines."—"Dishonesty will not prosper."

Declarative sentences are far more numerous in discourse than those belonging to the other classes; they are converted into sentences of the other classes by the manner of their use.

An **Interrogative Sentence** is one which is used to ask a question; as, "Does the sun shine?"

An **Imperative Sentence** is one which is used to express a command, an entreaty, or a permission, by means of a verb in the imperative mode; as, "Let the sun shine:"—"Be persuaded."

An **Exclamatory Sentence** is one which is used in exclamation, or to express strong emotion; as, "How the sun shines!"—"Alas, we are lost!"

EXERCISE.—Mention to which *class* each of the following sentences belongs, and give the reason:—

MODEL 1.—"The sun gives light."—This is a declarative sentence, because it is one which is used to affirm something.

2.—"Obey your parents."—This is an imperative sentence, because it is one which is used to express a command by means of a verb in the imperative mode.

The winds blow. The stars are shining. Truth lies in a well. What is truth? Control your passions. Great offices need great men. Oh! how thoughtless I am! Who conquered Gaul? Cæsar conquered Gaul. Know thyself. May you be happy. What shadows we pursue! Gratitude is a noble emotion. Bring me the captive now. Oh! what a fall was there, my countrymen! The buds will expand into leaves. If God be with us, who can be against us? Between virtue and vice there can be no middle path. If thine enemy hunger, feed him. In what year did Burgoyne surrender? O for a lodge in some vast wilderness! Faint hearts make feeble hands.

CLASSES OF SENTENCES ACCORDING TO FORM.

Sentences are divided, according to their forms, into Simple, Complex, and Compound.

A **Simple Sentence** is one which contains a single proposition; as, "I will go."

A **Complex Sentence** is one which contains one or more clauses; as, "I shall go *when you return.*"—"He *who labors* will succeed."—"He said *that he would go.*"—"*That the earth is round* is admitted."

A **Clause** is a group of words containing a subject and predicate and used as a noun, an adjective, or an adverb.

A **Phrase** is a group of related words which does *not* contain a subject and predicate, and which is used as a noun, an adjective or an adverb.

REMARK.—A clause is an essential part of a complex sentence. A phrase is not an essential part of a sentence.

Example 1.—In the sentence, "*That idleness leads to crime is well known*," the clause *that idleness leads to crime* is a group of words containing a subject, *idleness*, and a predicate, *leads to crime*. This clause is used as a noun, being the subject of the complex sentence. The predicate of the complex sentence is *is well known*.

Example 2.—In the sentence, "*The boy who came remained*," the clause *who came* contains a subject, *who*, and a predicate, *came*. This clause modifies the noun *boy* in the same way that an adjective would modify it.

Example 3.—In the sentence, "I shall go *when you return*," the clause, *when you return*, modifies the verb *shall go* in the same way that an adverb would modify it.

A **Compound Sentence** is one which contains two or more sentences, simple or complex; as, "*The trees are shaken by the wind*, and *the leaves strew the ground*."—"*I will go*, but *you must stay until I return*."

MEMBERS.—The simple or the complex sentences contained in a compound sentence are called *Members*.

Example.—In the compound sentence, "Let us work diligently, and, if Providence smile, success will crown our efforts," the members are the simple sentence *Let us work diligently* and the complex sentence *if Providence smile, success will crown our efforts.*

Members may be named according to their position in the sentence, as *first member*, *second member*, etc.

THE CONNECTION OF CLAUSES AND MEMBERS.—The clauses of complex sentences are usually joined by *relative pronouns*, by *conjunctive adverbs*, or by *conjunctions* de-

noting *cause, comparison, consequence, purpose, restriction,* or *supposition* to the words that they modify.

The members of a compound sentence are usually connected by *conjunctions* denoting *addition, separation,* or *choice.*

Sometimes the conjunctions are not mentioned; as, "I wish he would come," for "I wish *that* he would come."—"Time is golden, (*therefore*) seize the present moment."

Sometimes the qualifying clause is used without any connecting word; as, "The greater the necessity, the greater the effort."

EXERCISE.—*Classify* the following sentences; mention the *propositions, clauses, members,* and *connectives,* and state the reasons:—

MODEL 1.—"Books afford instruction."—This is a sentence, "A sentence is two or more words, etc.";—declarative, because it affirms something;—simple, because it contains a single proposition.

2.—"Did you see the gentleman who called yesterday?"—This is a sentence, "A Sentence is two or more words, etc.";—interrogative, because it is used to ask a question;—complex, because it contains a modifying clause, *who called yesterday.* This clause modifies the noun gentleman, therefore it is an adjective modifier.

3.—"The sun sets and the mountains are shaded."—This is a sentence, "A Sentence is, etc.";—declarative, because, etc.;—compound, because it contains two simple sentences, *The sun sets* and *the mountains are shaded,*—which are members connected by the conjunction *and.*

Man proposes, but God disposes. Falsehood aids no honest cause. Take heed to thy thoughts. The wise man is happy when he has gained his own approbation. We should learn to economize our time. Let us be temperate in all things. Righteousness exalteth a nation, but sin is a reproach to any people. Every wrong opinion tends to do harm in this world. Laziness grows on people; it begins in cobwebs, and ends in iron chains. Adversity is the mint in which God stamps upon us his image and his superscription.

Soft, purple clouds come sailing over the sky, and through their vapory folds the winking stars shine, white as silver. If we study history, we should endeavor to obtain books of the best authority. As soon as it touched the water, it sank. The more we have, the more we want. Who lives virtuously, dies happy. Talk to the point, and stop when you have reached it. The more you think, the better will you express your thoughts. Whatever be the consequences, I will abide by them. Besides the falsehoods which people designedly speak, there is a kind which springs from negligence, hastiness, or a warm imagination.

All human weal and woe, learn thou to make thine own. Acquaint thy-

self with God, if thou wouldst taste his works. Columbus was the first European who set his foot in the new world which he had discovered. There is a pleasure in the pathless woods. I sat down on a little hill within sight of my home, but I did not venture to approach it, for I felt remorse as I thought of the recklessness with which I had squandered my earnings. He replied that he hastened to deliver the message as soon as he received it.

Now came still evening on, and twilight gray
Had in her sober livery all things clad.

He who ascends to mountain tops, shall find
The loftiest peaks most wrapped in clouds and snow.

DIVISIONS OF SYNTAX.

Syntax may be considered under two divisions; Analysis and Synthesis.

Analysis means *a taking apart;* Synthesis, *a putting together.*

Analysis, in grammar, is the separation of sentences into the parts which compose them.

Synthesis is the construction or formation of sentences from words.

By the former process, the parts of a sentence, their connections, and their various qualifications, are shown.

By the latter process, the principles relating to the combination of the different classes of words, and the manner of applying these principles in the formation of sentences, are shown.

These two processes should be carried on together in order to understand fully the nature of sentences.

Ellipsis is the omission of one or more words, phrases, or clauses, necessary to complete the sense and construction of a sentence; as, "James's conduct is more praiseworthy than Henry's (*conduct*)."—"Gold is scarcer than silver (*is scarce*)."

Pleonasm is the use of more words than are absolutely necessary to express an idea; as, "Truth, what is it?" meaning, "What is truth?"—"He sees *with his eyes*, and hears *with his ears.*"

ANALYSIS.

THE PARTS OF SENTENCES.

The parts of Sentences, as contained in discourse, are the Essential, the Qualifying, the Connecting, and the Independent.

ESSENTIAL PARTS.—The Essential Parts are those without which a sentence can not be formed.

Every sentence contains two essential parts; the Subject and the Predicate.

The **Subject** is that of which something is said or asserted; as, "*Water* flows."

The **Predicate** is that which is said or asserted of the subject; as "Water *flows*."

A subject and a predicate combined form a proposition.

The term *proposition* applies to simple sentences, the main statement and *clauses* of complex sentences and the *members* of compound sentences.

Example 1.—In the sentence, "Water flows," *water* is that concerning which *flows* is asserted; and *flows* is that which is asserted of *water*.

Water is, therefore, the subject, and *flows*, the predicate; and the two parts combined make the sentence or proposition, namely, "Water flows."

Example 2.—In the sentence, "The waters of the Mississippi River flow into the Gulf of Mexico," *The waters of the Mississippi River* is that of which *flow into the Gulf of Mexico* is asserted; and *flow into the Gulf of Mexico* is that which is asserted of *The waters of the Mississippi River*.

The waters of the Mississippi River is, therefore, the subject, and *flow into the Gulf of Mexico* is the predicate; the two parts combined

make the sentence or proposition, namely, "The waters of the Mississippi River flow into the Gulf of Mexico."

Example 3.—In the sentence, "The waters of the Mississippi River and the streams of Texas flow southward and empty into the Gulf of Mexico," *The waters of the Mississippi River and the streams of Texas* is that of which *flow southward and empty into the Gulf of Mexico* is asserted, and *flow southward and empty into the Gulf of Mexico* is that which is asserted of *The waters of the Mississippi River and the streams of Texas.*

The waters of the Mississippi River and the streams of Texas is, therefore, the subject, and *flow southward and empty into the Gulf of Mexico*, the predicate; the two parts combined make the sentence or proposition, namely, "The waters of the Mississippi River and the streams of Texas flow southward and empty into the Gulf of Mexico."

DISTINCTIONS OF SUBJECT AND PREDICATE.

The subject may be distinguished as Simple, Complete, or Compound.

The predicate also may be distinguished as Simple, Complete, or Compound.

These distinctions can be perceived in the three examples given on the preceding page.

Simple Subject.

The **Simple Subject** is a noun or a pronoun, or some word, phrase, or clause, used as a noun; as, "*Water* flows."—"*It* flows."—"*They* is a pronoun."—"*To deceive* is shameful."—"*That the earth is round* can be proved."—"'*Might makes right,*' is often quoted."—"*Practising virtue for virtue's sake* is foreign to our nature."

When clauses are used as subjects, they must, of course, be themselves separated into subjects and predicates.

When the simple subject is a noun, a pronoun, or some word used as a noun, it is called the *subject-nominative.*

When a phrase or a clause is used as a subject, it may be called a *subject-phrase* or a *subject-clause.*

Many sentences have a simple subject only; as, "*Cæsar* conquered Gaul."

Simple Predicate.

The **Simple Predicate** is always and simply a finite verb; as, "Water *flows.*"—"It *might have flowed.*"

The simple predicate may be called the *predicate-verb.*

Many sentences have a simple predicate only; as, "The spirit of true liberty *was extinguished.*"

Complete Subject.

The **Complete Subject** is the simple subject taken with all its modifiers.

The modifiers of a word are those words, phrases, or clauses, which limit or qualify its meaning or use.

The complete subject includes all that portion which precedes the simple predicate, in sense or order of thought; as, "*The waters of the Mississippi River* flow."

In the example given, the noun *waters* is the simple subject, and the article *the,* and the phrase, *of the Mississippi River,* are the modifiers of the simple subject: together, these three portions constitute the complete subject.

REMARK.—The order of expression does not always correspond to the order of thought, or the natural order. This is especially the case in poetry. Thus, in the sentence, "Sweet are the uses of adversity," the natural order is, "The uses of adversity are sweet."

When the parts of sentences, or their qualifications, occur out of their natural order, the sentences are said to be *inverted.*

Complete Predicate.

The **Complete Predicate** is the simple predicate taken with all its modifiers; as, "Waters *flow into the Gulf of Mexico.*"

The complete predicate includes all that portion of the sentence which succeeds the subject in the order of thought.

In the example, the finite verb *flow* is the simple predicate, and the phrase *into the Gulf of Mexico* is its modifying phrase: these two portions constitute the complete predicate.

Compound Subject and Compound Predicate.

A **Compound Subject** is one which consists of two or more subjects, united by one or more conjunctions; as, "*Waters and streams* flow."

A **Compound Predicate** is one which consists of two or more predicates, united by one or more conjunctions; as, "Waters *flow and empty.*"

A simple sentence or single proposition often contains a compound subject combined with a compound predicate. Such a sentence may be changed into a compound sentence by supplying the proper subject for each predicate-verb, or the proper predicate-verb for each subject; but this must not be done, unless the obscurity of the passage demands it.

In the sentence, "The waters of the Mississippi River and the streams of Texas flow southward and empty into the Gulf of Mexico," the subject is compound, consisting of two subjects, *The waters of the Mississippi River* and *the streams of Texas*, which are united by the conjunction *and*, combined with a compound predicate consisting of the two predicates *flow southward* and *empty into the Gulf of Mexico*, which are united by the conjunction *and*.

MODIFYING PARTS.—The *words*, *phrases*, and *clauses* used as modifiers in a sentence constitute the *modifying* or *qualifying parts*.

CONNECTING PARTS.—Relative pronouns, conjunctions, and conjunctive adverbs, are called the *Connecting Parts* of a sentence.

The relative pronoun is often an essential and a connecting part at the same time; as, "He *who* runs may read."

Who is here the subject of the clause *who runs*, which qualifies the pronoun *he*, and it also connects the clause with the word *he*. In the sentence, "The man *whose* horse was stolen has discovered the thief," *whose* is both a qualifying and a connecting part.

EXERCISE ON SUBJECTS AND PREDICATES, SIMPLE AND COMPLETE.—Classify and analyze the following sentences, mentioning the *simple* and the *complete subjects*, and the *simple* and the *complete predicates*,—according to the models:—

MODEL 1.—"Every man must die."

This is a sentence, "A Sentence is, etc.";—declarative, because it is used, etc.;—simple, because it contains, etc.

The complete subject is *Every man*. The simple subject, or subject-nominative, is *man*. The simple predicate is *must die*.

2.—"The love of money is the root of all evil."

This is a sentence, "A Sentence is, etc.";—declarative, because it is used, etc.;—simple, because it contains, etc.

The complete subject is *The love of money;*—the complete predicate is *is the root of all evil*. The simple subject or subject-nominative is *love;*—the simple predicate or predicate-verb is *is*.

Ships sail. Birds sing. The bird sings sweetly. The ship sails down the stream. Hills rise above hills. The top of the hill is reached. No man lives to himself. Great virtues are rare. Nature is full of variety. Wooden fences divide the adjoining fields. The strangeness of his conduct occasioned much remark. Time rolls on. Such a sight I never saw.

A high order of intellect is required for the discovery of truth. In a calm sea every man is a pilot. Winter reveals what summer conceals. From a wild and lonely spot issued a small stream. What a wonderful piece of work it is! To do good forget not. Genius needs industry as much as industry needs genius. Gluttony kills more than the sword. While I was waiting, I passed the time in reading the "Century," which I had purchased at a neighboring book-stand.

I was hungry, and ye gave me no meat. The farmer raises grain, and the merchant sells it. Several years had passed away, and Ralph had almost forgotten the circumstance. Twelve years of successful industry made me a rich man; and, as soon as I could settle my affairs, I returned to England. There are three periods for gathering the leaves of the tea-plant; the first commences about the middle of April; the second begins at mid-summer; and the last is accomplished during August and September.

To relieve the poor is a source of joy. To do good was the key-note of his life. "Much coin, much care," is a proverb, the truth of which many would be glad to prove. "Beware the dog," met their eyes as they opened the gate. The "No admittance here" was not rigidly enforced; a few dimes soon initiated us into all the mysteries of the engine-room. That pride has many a fall is every proud man's experience.

EXERCISE ON SUBJECTS AND PREDICATES, SIMPLE, COMPLETE, AND COMPOUND.

MODEL. 1.—"Days and months come and go."—This is a sentence, declarative, simple. The subject is compound, consisting of the two simple subjects or subject-nominatives, *days* and *months*. The predicate is also compound, consisting of the two simple predicates or predicate-verbs, *come* and *go*.

2.—"Sensual pleasure weakens and debases the mind."—This is a sentence, declarative, simple. The complete subject is *Sensual pleasure;* the subject-nominative is *pleasure*. The predicate is compound, consisting of the two predicates, *weakens* (*the mind*) and *debases the mind*. The predicate-verbs are *weakens* and *debases*.

Classify and analyze the following sentences according to the appropriate models:—

Truth and candor possess a powerful charm. The Bible and nature are consistent. The tide ebbs and flows. Come and see. Demosthenes and Cicero were the greatest orators of antiquity. In Him we live, move, and have our being. Pure air and free exercise are indispensable to physical development. Flowers bud, bloom, and die. I must sink or swim. They fought, bled, and died for freedom. The wisdom of God and his goodness are unbounded. Are fleets and armies necessary to a work of love and reconciliation?

Coal, iron and lime, are found in vast quantities. Several important railroads extend through the state, and add greatly to the facilities of intercourse.

INDEPENDENT PARTS.—Words and phrases which neither connect nor qualify are called *Independent Parts.*

The independent parts are words which are used as the names of persons or things addressed or uttered in exclamation, phrases containing such words, interjections, and certain adverbs:—"*Charles,* when did you come?"—"*My dear friend,* I am glad to see you."—"*Oh!* what joy filled his soul!"—"*Well,* the time has come."

The words or the phrases also which denote merely subjects of thought, which stand apart, or are used parenthetically, are usually independent parts; as, "The *boy*—oh! where was he?"—"*Truth*—what is it?"—"*To say the least,* it was very unexpected."

EXERCISE ON THE INDEPENDENT PARTS OF SENTENCES.—Analyze the *independent parts* contained in the following sentences:—

MODEL.—"Wretched man of blood, what hast thou done?"

This sentence contains an independent part, namely, the phrase *Wretched man of blood;* —it is independent, because it does not qualify the subject or the predicate.

Gentlemen of the jury, listen to my words. Father, must I stay? There is none left. Hurrah! hurrah! the field is won. My kite, how fast and far it flew! Well, if I admit your proposition, what follows? My little fellow, can you tell where Mr. Brown lives? Greece, there is magic in the sound! A hot day this, gentlemen. No; I will not remind you of these things.

"Our country! Right or wrong, our country!"—is the sentiment always correct? O disgrace upon manhood! will you falter now? O liberty! O sound once delightful to every Roman ear! hast thou then left us forever?

Scholars! jurists! artists! philanthropists! heroes of a Christian age, companions of a celestial knighthood, go forth, be brave, loyal, and successful. Ah! my friends, what lips these were!

> Bird of the broad and sweeping wing,
> Thy home is high in heaven!

The Qualifications of the Simple Subject.

The Simple Subject, when it is a noun, may be modified in the following ways:—

1.—By an article; as, "*The* hour has come."

2.—By an explanatory (appositional) noun or pronoun in the nominative case; as, "*Friend* William has come."—"John *himself* has come."—"James, the blacksmith, is strong."

3.—By a noun or a pronoun in the possessive case; as, "***Pleasure's*** hour has come."—"*My* hour has come."

4.—By an adjective; as, "*Pleasant* hours were spent."—"*Every* man sins."

5.—By a participle; as, "Hours *appointed* have begun."

6.—By an infinitive; as, "Hours *to be improved* have begun."

7.—By a prepositional phrase; as, "Hours *of rest* have come."

8.—By a clause; as, "Men *who will work*, have come."—"Proofs *that he was guilty* were numerous."

When the simple subject is a pronoun, it may have all the qualifications of a noun, except that made by a noun or a pronoun in the possessive case.

The same subject, when it is a noun, may have all the preceding qualifications in the same sentence.

EXERCISE.—Mention (1) the *complete subject;* (2) the *subject noun* or *pronoun;* and (3) its *modifiers*, in each of the following sentences:—

MODEL.—"The ripe apples fall to the ground."

In this sentence, the complete subject is *The ripe apples;* the subject noun is *apples;* its modifiers are the article *the* and the adjective *ripe.*

The man himself is present. The voice of nature cries aloud. The yellow flakes of gold glistened among the rocks. A gloomy forest of pines appeared in the distance. The gift of prophecy is no longer bestowed on man. Our glorious country has achieved a proud pre-eminence among the nations of the earth. Few who heard his words could withhold their sympathies. Lions, being satisfied, are for the time harmless. Charles's indulgent father yielded where he should have refused. They each required assistance. He, Washington, is all our own. The secret acts of men are known only to the Almighty. An opportunity to leave was allowed to every scholar. Children, being praised, become vain. I, James Brown, having seen, can truly testify. The suppliant's prayer for mercy was unheeded.

The Qualifications of Words Qualifying the Simple Subject.

Qualifying words may themselves be modified thus:—

I. A noun may be modified in all respects as the subject noun.

II. An adjective may be modified.

1.—By a prepositional phrase; as, "Full *of care.*"
2.—By an adverb; as, "*Very* full of care."
3.—By an infinitive; as, "Heavy *to be borne.*"

The qualifying adverb may itself be modified:

1.—By a prepositional phrase; as, "Your letter, very full, agreeably *to promise,* of interesting news, has been received."

2.—By another adverb; as, "Demands *not* very exorbitant may be satisfied."

III. An infinitive, or a participle, may be modified,—

1.—By an object; as, "Quickness to take *offence* should be avoided." —"A rule directing *you* shall be given."

2.—By a prepositional phrase; as, "The time to act *with energy* has come."—"A man acting *with promptness* is needed."

3.—By an adverb; as, "The time to act *promptly* has come."—"A man acting *promptly* may gain his aim."

4.—By an infinitive; as, "The time to begin *to improve* has come." —"Moments requiring *to be improved* are now here."

Remarks.

An infinitive, or a participle, with its modifiers constituting a phrase, may be used as a simple subject.

The participle when thus used may be qualified by a possessive; as, "*His* telling the truth saved his life."

An infinitive, or a participle, when used as a subject, may be qualified by a noun, an adjective, or a participle used independently (or abstractly); as, "To be *a man.*"—"To be *virtuous.*"—"To live never *seeing* the light of day."—"Being a *man,*" etc.

It seems necessary to state here, that the infinitive or the participle may have, either when qualifying the subject, or when constituting a subject, the qualifications of the simple predicate or predicate-verb.

The nominative independent may be qualified in nearly every respect as the subject-nominative is qualified.

In like manner the nouns or the pronouns in independent parts which denote mere subjects of thought, etc., may be qualified.

EXERCISE.—Mention (1) the *simple subject;* (2) its *qualifying words;* (3) the *modifiers of the qualifying words;* and (4) the *whole* or *complete subject,* in each of the following sentences:—

MODEL 1.—"The truth of this proposition is evident."

In this sentence, the simple subject is the noun *truth;* its modifiers are the article *the* and phrase *of this proposition;* the pronominal adjective *this* is the modifier of the noun *proposition.*

The complete subject is, *The truth of this proposition.*

2.—"Being placed at the head of animated nature by the gift of reason, ought we not to improve this glorious faculty?"

In this sentence, the simple subject is the pronoun *we;* this is qualified by the participle *being placed. Being placed* is qualified by the phrases *at the head of animated nature* and *by the gift of reason:* in the first phrase, *at the head,* the noun *head* is qualified by the article *the,* and by the phrase *of animated nature,* in which the noun *nature* is modified by the part. adj. *animated;* in the second phrase, *by the gift,* the noun *gift* is qualified by the article *the,* and by the phrase, *of reason.*

The complete subject is *we, being placed at the head of animated nature by the gift of reason.*

3.—"The request to be allowed to attend the opening ceremonies in a body was granted."

In this sentence, the simple subject is the noun *request;* this is modified by the article *the,* and by the infinitive *to be allowed. To be allowed* is qualified by the second infinitive *to attend; to attend* is completed by its object

ceremonies, and modified by the phrase *in a body; ceremonies* is qualified by the article *the* and by the participial adjective *opening*, and *a* qualifies *body* in the phrase *in a body*.

The soft breezes of early summer are rustling the leaves. The strength of his mind overcame every calamity. Man, the occupant of the soil, was as wild as the savage scene. Thoughtless of beauty, she was beauty's self. The order to unfurl the sails was obeyed with alacrity. The practice of embalming was common in ancient Egypt. To what holier service can a nation's lifetime be devoted? Alexander, the conqueror of the Persian empire, died at Babylon. The preservation of our civil and religious rights demands prompt and unwearied action. Conscience, enlightened by the word of God, is a faithful monitor. An active daily press, vigilant from party interest, watches the progress of society.

Youth, unadmonished by a guide, will trust to any fair outside. Overhead bends the blue and sunny sky. The whole mountain side on the western bank of the river above Thebes is one vast city of the dead. A friendly Indian, pursuing the chase, met them. Wild-looking men with black, snaky locks and eyes that shone like the torches, were devouring their macaroni. In a remote field stood a large tulip-tree, apparently of a century's growth. Was there not true heroism in this boy's conduct?

Truth, crushed to earth, shall rise again;
The eternal years of God are hers;
But Error, wounded, writhes in pain,
And dies among his worshipers.

The Qualifications of the Simple Predicate.

The simple predicate or predicate-verb may be completed or modified in the following ways:—

1.—It may be completed by a noun or a pronoun in the nominative case, which means the same person or thing as the subject-nominative; as, "Kings are *men*."—"I am *he*."—"Napoleon was proclaimed *emperor*."—"Pompey retired *victor*."

The predicate-verb is thus completed only when it is an intransitive verb, or a transitive verb in the passive voice.

This qualifier may be called the *predicate-nominative*.

This qualifier may be added by means of the conjunction *as;* as, "He acted as *mediator*."

2.—By a noun or a pronoun in the objective, called an object complement; as, "They found *gold*."

The predicate-verb is thus completed only when it is a transitive verb or an intransitive verb used transitively, in the active voice.

The predicate-verb may be modified in the following ways:—

1.—By a prepositional phrase; as, "He came *to school.*"

2.—By an adjective describing or limiting the subject, called a subjective predicate adjective; as, "Truth is *eternal.*"

3.—By a participle relating to the subject; as, "He came *running.*"

4.—By an adverb; as, "William came *speedily.*"

5.—By an infinitive; as, "He came *to see.*"

6.—By a clause; as, "William discovered *that he was ignorant.*"

One predicate-verb may have nearly all the preceding qualifications in the same sentence.

The Qualifications of the Words which Qualify the Simple Predicate.

Words which qualify the simple predicate may themselves be qualified in all the ways in which the same parts of speech occurring in the complete subject are qualified.

An infinitive or a participle may receive all the qualifications that the predicate-verb can take.

An infinitive or a participle, with or without qualifications, may constitute a predicate-nominative; as, "To see is *to believe.*"

EXERCISE.—Mention (1) the *simple predicate;* (2) its *qualifying words;* (3) the *modifiers of the qualifying words;* and (4) the *whole* or *complete predicate,* in each of the following sentences:—

MODEL 1.—"Falsehood aids no honest cause."

In this sentence, the simple predicate or predicate-verb is *aids.* Its qualifying word is its object *cause.* The adjectives *no* and *honest* are the modifiers of the noun *cause.* The whole or complete predicate is, *aids no honest cause.*

MODEL 2.—"The new heirs of time are always seeking to make improvements in the political and social habitations which they have inherited."

In this sentence, the simple predicate or predicate-verb is *are seeking.* It is qualified by the adverb *always,* and the infinitive *to make,* which is itself qualified by its object, the noun *improvements. Improvements* is qualified by the phrase *in political and social habitations,* in which the noun *habitations* is qualified by the article *the,* and by the adjectives *political* and *social* (connected by *and*), and by the clause *which they have inherited.* The

predicate-verb of this clause is *have inherited*, which is qualified by its object the relative *which*.

The whole or complete predicate is *are always seeking to make improvements in the political and social habitations which they have inherited.*

The thunder of the cannon shook the city. The elm is a noble tree. John Adams was the second president of the United States. Beware of covetousness. The ground produced abundantly. The storm was upon us. We should have courage to do right. How many books did he purchase? True happiness always seeks some company. He bade all that were present remember his last words. Children who have no home rarely become good citizens. The various fruit trees are in their glory and wealth of beauty. It is delightful to lean against their trunks and listen to the hum and watch the busy motions of the honey-gathering bees.

Large was his bounty. Westward the course of empire takes its way. Without these three things—the prison, the school, and the hearth—social order could not be maintained for a twelvemonth. They have left us an example already inscribed on the world's memory. No works of art can withstand the incessant strokes of time. Man should be ashamed to refuse to learn the lessons taught by the spider, the ant, and the bee. It will be the duty of the historian and the sage in all ages to let no occasion pass of commemorating the virtues of our illustrious Washington.

PHRASES.

Classification of Phrases.

A phrase may be named according to the part of speech to which its principal or leading word belongs, or according to the manner in which it qualifies.

Phrases are named from their leading word, as follows:—

1.—The Prepositional Phrase; as, "He came *with his father.*"

2.—The Infinitive Phrase; as, "The rain descends *to water the earth.*"

3.—The Participial Phrase; as, "*Being planted in good soil*, the tree grew rapidly."

Use of Phrases.

A Phrase may be used:—

1.—As an adjective; as, "The top *of the mountain* is above the clouds.

2.—As an adverb; as, "The child played *by the babbling brook.*"

3.—As subject; as, "*To see the sun* is pleasant."

4.—Absolutely; as, "*The wind having died away,* the sails flapped idly against the masts."

5.—Independently; as, "*O long expected day!* begin."

Remarks.

The independent phrase qualifies neither subject nor predicate. The other phrases may qualify either subject or predicate.

CLAUSES.

Classification of Clauses.

A Clause may be named from its leading word. The following are the most important clauses:—

1.—The Relative Clause, introduced by a relative pronoun; as, "He *who runs* may read."—"The wisdom *which is from above,* is first pure."

2.—Adverbial Clause; as, "The tree lay *where it fell.*" Here the clause is introduced by the conjunctive adverb *where.*

3.—Conjunctional Clause; as, "*Although the colonies declared their independence in* 1776, our government did not take its present form until 1789."

4.—Noun Clause; as, "*That he wrote the book* is certain."

Use of Clauses.

A Clause may be used:—

1.—As a subject; as, "*Who did it* is not known."—"*That all men are mortal* needs no argument."

2.—As Object; as, "I learned *where he lived.*"—"The wise man knows *that he is ignorant.*"

3.—As Appositive; as, "The proverb, *Wealth begets want,* is not clear to all."

When used as subject, object, or in apposition, clauses are used as nouns and are called noun clauses.

4.—As Adjective modifier; as, "The man *who toils* will win."

5.—As Adverbial modifier; as, "I waited *until the hour had expired.*" "The tree lay *where it fell.*"

EXERCISE.—Classify the *phrases* and the *clauses* in the following sentences, and mention *what they qualify*:—

Adrian built a wall from sea to sea, to restrain the incursions of the Picts and Scots. By private gratitude for public worth, this monument is raised. Woe to the city where faction reigns! The raven croaked as he sat in the gloom of the deepening twilight. Regardless of their doom, the little victims play. Everybody knows that authority is very much founded upon opinion. I wonder why he does not come. In ancient times the belief was that the earth is a flat circle. The time having arrived, the orders were carried into effect. As the day dawned, the horrors of their position became manifest. The duke gave command that no prisoners should be spared. Having lighted his lantern, he left the hut, the dog, by his barking, directing the way. Almost at the end of the valley they found an humble inn. The chamber where the good man meets his fate, is privileged beyond the common walk of virtuous life. How beautiful are the feet of him that bringeth, that publisheth peace! The fact that a robbery had been committed in spite of all precautions, dismayed every one.

SIMPLE SENTENCES. 1.—"Honesty produces confidence."

This is a sentence; "A Sentence is, etc.";—declarative, because it is used, etc.; simple, because it contains, etc. *Honesty* is the subject, because it is that of which, etc.; *produces confidence* is the predicate, because it is that which is asserted, etc.

The subject is simple, and is also the subject-nominative.

Produces is the predicate-verb; it is completed by its object *confidence*. The complete predicate is *produces confidence*.

2.—"To steal is base."

This is a sentence, declarative, simple. *To steal* is the subject, and *is base* is the predicate.

The subject is simple, *to steal*, a verb in the infinitive mode, being used as the subject-nominative.

The predicate is complex; *is* is the predicate-verb; it is qualified by the adjective *base*, which describes the words used as the subject-nominative.

3.—"The purest ore is produced from the hottest furnace."

This is a sentence, declarative, simple.

The purest ore is the subject; *is produced from the hottest furnace* is the predicate.

The subject-nominative is *ore*, which is qualified by the article *the*, and by the adjective *purest*.

The predicate-verb is *is produced*, which is qualified by the prepositional phrase, *from the hottest furnace;* in this phrase, the noun *furnace* is qualified by its adjuncts *the* and *hottest*.

COMPLEX SENTENCES. 1.—"The evil that men do, lives after them."

This is a sentence; "A Sentence is, etc."; declarative, because it is used to affirm something; complex, because it contains, etc.

The principal proposition is *The evil lives after them;* the qualifying clause is *that men do;* the clause is introduced by the relative *that.*

In the principal proposition, *the evil* is the subject, and *lives after them* is the predicate. The subject-nominative is *evil,* which is qualified by the article *the,* and by the clause, *that men do.*

The predicate-verb is *lives,* which is qualified by the phrase *after them.*

In the clause, *men* is the subject, and *do that* is the predicate. The subject is simple; *do* is the predicate-verb, which is completed by its object, the relative *that.*

2.—"That crime deserves punishment needs only to be asserted, in order to be admitted."

This is a sentence, declarative, complex.

The noun clause, *That crime deserves punishment,* is used as the subject of the principal proposition. *Needs only to be asserted,* etc., constitutes the predicate. The connective is the conjunction *that.*

Needs is the predicate-verb. It is qualified by the infinitive *to be asserted,* which is itself qualified by the adverb *only,* and by the prepositional phrase, *in order to be admitted.* In this phrase, *order* is qualified by the infinitive *to be admitted.*

In the clause, *crime* is the subject, and *deserves punishment* is the predicate.

The predicate-verb is *deserves,* which is completed by its object *punishment.*

3.—"Whatever he undertook prospered."

This is a sentence, declarative, complex, in which the compound relative *whatever* is equivalent to *every thing which.*

The principal proposition is *every thing* (included in *whatever*) *prospered;* the clause is *which* (included in *whatever*) *he undertook;* the connective is the compound relative *whatever.*

In the principal proposition, *every thing* is the subject, and *prospered* is the predicate; *thing* is the subject-nominative, which is qualified by the pronominal adjective *every* and the clause *which he undertook.*

In the clause, *he* is the subject; *undertook which* is the predicate. The predicate-verb is *undertook.* It is completed by its object *which.*

4.—"If we examine with minuteness the falling snow, we shall observe, if the air be very calm, that each flake consists of a number of exceedingly delicate particles of ice, which are united together with wonderful regularity."

This is a sentence, declarative, complex.

I. The principal proposition is *We shall observe.*

II. The predicate, *shall observe,* is qualified by the clause, *if we examine with minuteness the falling snow,* connected by the conjunction *if.*

III. Shall observe is also qualified by the clause, *if the air be very calm*, connected by another conjunction, *if*.

IV. Shall observe is also completed by the clause, *that each flake consists of a number of exceedingly delicate particles of ice*, which is used as the object of the predicate-verb *will observe*. They are connected by the conjunction *that*.

V. The last mentioned clause has one of the words in it, *particles*, qualified by the clause, *which are united together with wonderful regularity*.

Each of these clauses may be analyzed according to preceding models.

COMPOUND SENTENCES. 1.—"Art is founded upon science; and the former cannot exist, even in a rude state, without the latter."

This is a sentence, declarative, compound.

The first member is *Art is founded upon science;* the second is *the former cannot exist, even in a rude state, without the latter*. They are connected by the conjunction *and*.

In the first member, *art* is the subject; *is founded upon science* is the predicate. The subject is simple, and is also the subject-nominative; the predicate-verb is *is founded*, which is qualified by the prepositional phrase *upon science*. The complete predicate is *is founded upon science*.

In the second member, the subject is *the former;* the predicate is *cannot exist, even in a rude state, without the latter*.

The subject-nominative is *former* (representing *art*), which is qualified by the article *the*.

The predicate-verb is *can exist*, which is qualified by the adverb *not*, by the prepositional phrase *without the latter*, in which *the* is the qualifier of *latter* (representing *science*), and by the prepositional phrase, *in a rude state*. In this phrase *a* and *rude* are the modifiers of *state*, and *even* modifies *rude*.

General Exercises in Analysis.

The rounded hills slope gently to the sea. Attention to business will provide security against want. To instruct others is beneficial to the mind. The villagers were all poor. Adams and Jefferson died on the same day, the fourth of July, 1826. Oh! what riches Love doth inherit! Thompson and I had a fortnight's holiday. Follow whither virtue leads thee. Oh! wretch that I am! to what place shall I betake myself? Early in the morning I visited my traps. The wind and the rain have ceased. One deed of shame is often succeeded by years of penitence. Times of general calamity have ever been productive of the greatest minds.

What a piece of work is man! Rome, republican Rome, whose eagles glanced in the rising and the setting sun,—where and what is she? The darkness increasing, we beheld sparkles of sea-fire glittering through the gloom. Beautiful, there, was every season with its changes. There is a divinity that shapes our ends. My involuntary dread of thunder had its origin in an incident which occurred when I was a boy of ten years. Strange,

that after a lapse of many years that occurrence should be so familiar to me.

The characteristic peculiarity of the "Pilgrim's Progress" is, that it is the only work of its kind which possesses a strong human interest. Oh, my lord! must I then leave you? Earnestness, self-sacrifice, endurance, and benevolence, quicken and ennoble life. Daniel Boone, the pioneer of Kentucky, was born in Bucks county, Pennsylvania, in the month of February, 1735. The stranger asked what building was burned last night.

Christianity is the best foundation for good manners; and of two persons having equal knowledge of the world, the one who is the better Christian will be the person of the best manners.

Those evening bells! those evening bells!
How many a tale their music tells!

The angel's face,
As the great eye of heaven, shined bright,
And made a sunshine in the shady place.

By ceaseless action, all that is, subsists. The simplicity of his character inspired confidence, the ardor of his eloquence roused enthusiasm, and the gentleness of his manners invited friendship. I go to hear Rowland Hill because his ideas come red-hot from the heart.

No man contemplates with greater tenderness than we do, the frailties of Dr. Johnson; none respects more the sound parts of his moral system, or admires more the vigor of the elephantine step with which he sometimes tramples down insolent error and presumptuous sophistry; but let no young man who wishes to learn to write well, study his style.

Let the young aspirant after literary distinction who wishes to study a style which possesses the characteristic beauties of Addison's, its ease, simplicity, and elegance, with greater accuracy, point, and spirit, give his days and nights to the volumes of Irving.

How sleep the brave who sink to rest,
By all their country's wishes blest!
When Spring, with dewy fingers cold,
Returns to deck their hallowed mould,
She there shall dress a sweeter sod
Than Fancy's feet have ever trod.

By fairy hands their knell is rung;
By forms unseen their dirge is sung;
There Honor comes, a pilgrim gray,
To bless the turf that wraps their clay;
And Freedom shall awhile repair,
To dwell a weeping hermit there.

So live, that, when thy summons comes to join
The innumerable caravan, which moves
To that mysterious realm, where each shall take
His chamber in the silent halls of death,
Thou go not, like the quarry-slave at night,
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.

SYNTHESIS.

Synthesis is that division of Syntax which treats of the construction of sentences from words, according to principles called Rules of Syntax.

In Syntax, words relate to others, show relation between words, agree, govern, connect, depend, or are independent.

1. A word *relates* to another, when it is used to describe that word, or to limit or qualify its meaning.

Articles, adjectives, pronominal adjectives, and participles, relate principally to *nouns* or *pronouns;* and adverbs, to *verbs, adjectives,* or other *adverbs.*

2. A word *shows relation,* when it associates with some preceding word the idea expressed by the word which follows it.

Prepositions show the relation between *nouns* and *pronouns* principally and some preceding word.

3. A word *agrees* with another, when the two words are similar in one or more properties common to them.

Personal and relative pronouns, and verbs, agree principally with *nouns* or *pronouns.*

4. A word *governs* another, when the former determines the form or case of the latter.

Verbs, participles, and prepositions, govern other words, principally *nouns* or *pronouns.*

5. A word *connects*, when it unites words in the same construction, or when it unites parts of a sentence, or sentences.

Conjunctions and conjunctive adverbs connect.

6. A word *depends* upon another, when the former is used to complete the sense or application of the latter.

Verbs in the infinitive mode depend upon other words, principally upon *verbs*, *adjectives*, or *nouns*.

7. A word is *independent*, when it has no grammatical connection with any other word.

Interjections, certain adverbs, nouns, and sometimes other parts of speech, are independent.

RULES OF SYNTAX.

I. SUBJECT OF FINITE VERB.—A noun or a pronoun which is the subject of a finite verb, is in the nominative case.

II. NOMINATIVE CASE INDEPENDENT.—A noun or a pronoun whose case does not depend upon its connection with any other word, is in the nominative case independent.

III. POSSESSIVE CASE.—A noun or a pronoun which limits the word used as the name of the thing possessed, is in the possessive case.

IV. OBJECTIVE CASE.—A noun or a pronoun which is the object of an action or of a relation, is in the objective case.

V. APPOSITION.—A noun or a pronoun used in apposition with another, is in the same case.

VI. SAME CASE AFTER VERB.—A noun or a pronoun placed after an intransitive verb, or a verb in the passive voice, and meaning the same person or thing as the noun or the pronoun preceding the verb, is in the same case.

VII. PERSONAL PRONOUNS.—A personal pronoun agrees with the noun which it represents, in number, person, and gender.

VIII. RELATIVE PRONOUNS.—A relative pronoun agrees with its antecedent in number, person, and gender.

IX. ARTICLES.—An article relates to the noun which it limits in meaning.

X. ADJECTIVES.—An adjective relates to the noun or the pronoun which it describes or limits.

XI.—PRONOMINAL ADJECTIVES.—A pronominal adjective relates to the noun which it limits,—or agrees with the noun which it represents, in number, person, and gender.

XII. AGREEMENT OF FINITE VERBS.—A finite verb agrees with its subject in number and person.

XIII. INFINITIVES.—A verb in the infinitive mode depends upon the word which it limits or completes in meaning.

XIV. PARTICIPLES.—A participle relates to the noun or the pronoun which it describes or limits.

XV. ADVERBS.—An adverb relates to the verb, the adjective, or the other adverb, which it qualifies.

XVI. PREPOSITIONS.—A preposition shows the relation between the noun or the pronoun which follows it, and some preceding word.

XVII. CONJUNCTIONS.—A conjunction connects words, the parts of a sentence, or the sentences, between which it is placed.

XVIII. INTERJECTIONS.—An interjection has no grammatical dependence upon any other word.

Rule I.—Subject of Finite Verb.

A noun or a pronoun which is the subject of a finite verb, is in the nominative case.

NOTES.

1. The subject of a verb may be a verb in the infinitive mode, a part of a sentence, a sentence, or any word, used as a noun in the nominative case; as, "*To sleep* is refreshing."—"*That the earth is round*, was denied by the ancients."—"*Them* is often incorrectly used for *those*."—"'*Never despair*,' is a good motto."

2. Several nouns, pronouns, infinitives, phrases, or clauses, may be subjects of the same verb; as, "*Wealth*, *fame*, and *happiness*, were his."—"*To walk humbly*, *to deal justly*, and *to show mercy*, are required of all."

3. Nouns in the first, or in the second person, are never the subjects of finite verbs. (Rule V., Note 1.)

4. A noun and the pronoun representing it are sometimes improperly used as subjects of the same verb; as, "The *sky it* was obscured with clouds;"—omit *it*, and say, "The *sky* was obscured with clouds."

5. Every nominative, except when used independently (Rule 2), or after the verb (Rule 6), or in apposition (Rule 5), is the subject of some verb mentioned or understood.

6. The subject is generally placed before the verb; as, "*They* never fail *who* die in a good cause."

The following instances are exceptions:—

I. When a question is asked, without the use of an interrogative pronoun as the subject; as, "Where *is he* about whom you spoke?"

II. When a verb in the imperative mode is used; as, "*Depart* (*thou*) in peace."

III. When a verb in the subjunctive mode is used without a conjunction mentioned; as, "*Were wisdom* to be had for the wishing, all would be wise."

IV. When a verb in the potential mode is used to express an earnest wish; as, "*May peace* and *plenty abound* within our borders."

V. When the adverb *there* is used before the verb; as, "There *is* one *thing* that happeneth to all men."

VI. When emphasis is used; as, "On *rolled* the *tide* of war."

VII. When words quoted are introduced or separated by the verbs *say*, *answer*, *reply*, etc.; as, "'Truth,' *said* the *soothsayer*, 'can neither be bought nor sold.'"

VIII. In poetry; as, "From peak to peak.....*leaps* the live *thunder*."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"Him who expects to succeed in life, must be industrious."

This sentence is incorrect, because *him*, which is a pronoun in the objective case, is used as the subject of the finite verb *must be;* but, according to Rule I., "A noun or a pronoun which is the subject of a finite verb, etc." Therefore *him* should be *he*, and the sentence should be, "He who expects to succeed in life, must be industrious."

2.—"The moon it shed its pale beams o'er the landscape."

This sentence is incorrect, because *moon* and the pronoun *it*, which represents it, are used as subjects of the same verb; but, according to Note under Rule I., "A noun and the pronoun, etc." Therefore *it* should be omitted, and the sentence should be, "The moon shed her pale beams o'er the landscape."

1. Him who was once so cheerful is now quite depressed. 2. Happy is him alone who depends not upon the pleasures of this world for his enjoyment. 3. Our teachers said that she and me were seldom disobedient. 4. Whom do you think did the mischief? Him, certainly. 5. Them, and them only who are virtuous, can deserve respect. 6. The boat was pushed off from the brink, and him and his dog were left alone in the forest. 7. How much older are you than us? 8. When the ship struck, us sailors took to the long-boat, and the vessel began to fill immediately. 9. I love them that love me, and them that seek me early shall find me. 10. "Point out the man," said the judge, "whom you say committed the robbery."

EXERCISE II.—*Parse* the *subjects* in the following sentences:—

MODEL 1.—"Huge icebergs surrounded the vessel."

Icebergs.—Icebergs *surrounded.*—"Icebergs" is a common noun, in the plural number, third person, and of the neuter gender; it is in the nominative case, being the subject of the finite verb *surrounded*, according to Rule I., "A noun or a pronoun which is the subject of a finite verb, is in the nominative case."

2.—"To study is not always pleasant."

To study.—To study *is.*—"To study" is an intransitive verb, regular (pres. *study*, past *studied*, perf. part. *studied*);—in the infinitive mode, present tense; it is used as a noun in the singular number, third person, and of the neuter gender;—in the nominative case, being the subject of the finite verb *is*, according to Note under Rule I., "The subject of a verb may be, etc."

1. Old men go to Death, but Death comes to young men. 2. Politeness and respect will secure friends. 3. To know our ignorance is the height of wisdom. 4. Many men seem great, only because their associates are little. 5. To avoid the errors of the foolish requires constant watchfulness. 6. Thus passed from its tenement of clay a soul fitted for the company of angels. 7. The horse mocketh at fear and is not affrighted. 8. Will industry always bring its reward? 9. The great ones of the earth might learn many a lesson from the little. 10. "While there is life there is hope," cried he.

Rule II.—Nominative Case Independent.

A noun or a pronoun whose case does not depend upon its connection with any other word, is in the nominative case independent.

NOTES.

1. A noun or a pronoun may be in the nominative case independent under five circumstances;—

I. When it represents a person or a thing addressed; as, "My *son*, attend unto my words."—"O *Death*, where is thy sting? O *Grave*, where is thy victory?"

This is called *the nominative independent by address.*

II.—When it is used in exclamation; as, "Oh! the happy *days* of childhood!"—"*Home!* how sweet the sound!"

This is called *the nominative independent by exclamation.*

III. When by pleonasm it is mentioned to introduce a thought, and the pronoun representing it is the subject or the object of the verb; as, "*He* that hath ears to hear, let him hear."—"The storm has spent its rage, but that gallant *bark*—where is she?"

This is called *the nominative independent by pleonasm.*

IV. When it follows the infinitive mode or the participle of an intransitive verb, or the infinitive mode or the participle of a verb in the passive voice; as, "*To be* a good *man* is not easy."—"*To be called* a *Christian* was, in former times, considered a disgrace."—"His *being called* a *villain* did not make him one."

In such instances the infinitive phrase or the participial phrase is used as a noun.

This is called *the nominative independent after the infinitive* or *the participle.*

V. When it is placed before a participle relating to it; as, "This *army being defeated*, all hostilities ceased."

This is called *the nominative independent before a participle.*

2. The nominative independent and its participle are equivalent in meaning to a clause beginning with *when, while, since,* etc., in which the participle is changed to a finite verb, and the noun or the pronoun becomes its subject: thus, "All the *members having arrived,* business was commenced," means, "*When* all the *members had arrived,* etc."

3. The noun or the pronoun which is used independently before a participle is sometimes omitted; as, "*Considering* the difficulties, it is surprising that they succeeded;" that is, "*I, we,* or *persons considering,* etc."

4. The participle in independent constructions is frequently omitted; as, "Their *work* over, the party retired;" that is, "Their *work being* over, etc."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"O thee, who art with glory and majesty crowned!"

This sentence is incorrect, because *thee,* which is a pronoun in the objective case, is used to represent the name of a person addressed; but, according to Note under Rule II., A noun or a pronoun used to represent a person or a thing addressed, is in the nominative case independent. Therefore *thee* should be *thou,* and the sentence should be, "O thou, who art with glory and majesty crowned!"

2.—"Him having overthrown the enemies of his country, peace was restored."

This sentence is incorrect, because *Him,* which is a pronoun in the objective case, is used independently before the participle *having overthrown;* but, according to Note under Rule II., A noun or a pronoun placed before a participle relating to it, is in the nominative case independent. Therefore *him* should be *he,* and the sentence should be, "He having overthrown the enemies of his country, peace was restored."

1. O happy them who had such blessings bestowed upon them! 2. Him, whom all respected, having committed the act, great surprise was felt. 3. O miserable him, who had thus squandered the precious years of manhood! 4. Him having enlarged his mind by study, are not his pleasures increased? 5. There was no one to surround him with good influences, her being dead. 6. Thee alone remaining of all that then met, the uncertainty of life is shown. 7. Your refusing to grant my desires, I will withdraw my claim. 8. Them alone excepted, the Jews were the most learned of the ancients.

EXERCISE II.—*Parse* the words used *independently* in the following sentences:—

MODEL 1.—"Begone, dull Care! Thou and I can never agree."

Care.—"Care" has no grammatical connection. "Care" is a proper noun, in the singular number, second person, and of the masculine gender (by personification); it is in the nominative case independent by address, according to Rule II., "A noun or a pronoun, etc."

2.—"The Gauls being conquered, Cæsar returned in triumph to Rome."

Gauls.—"Gauls" has no grammatical connection. "Gauls" is a proper

noun, in the plural number, third person, and of the masculine gender; it is in the nominative case independent before the participle *being conquered*, according to Rule II., "A noun or a pronoun, etc."

3.—"To become an independent nation cost the colonists a long and bloody war."

Nation.—"Nation" has no grammatical connection. "Nation" is a collective noun, in the singular number, third person, and of the neuter gender; it is in the nominative case independent after the infinitive *to become*, according to Rule II., "A noun or a pronoun, etc."

1. Darest thou, Cassius, now leap with me into this angry flood? 2. O liberty! liberty! how many crimes are committed in thy name! 3. To become a painter was the height of his ambition. 4. The sun shining from an unclouded sky, all nature was clothed in beauty. 5. Delightful task! to rear the tender thought. 6. Angels and ministers of grace, defend us! 7. Beautiful Venice! pride of the sea! 8. The brave commander of the expedition being killed, the fleet was obliged to surrender. 9. Romans, countrymen, and lovers! hear me for my cause. 10. Go, soul, the body's guest, upon a thankless errand.

O bosom, black as death!
O limèd soul: that struggling to be free,
Art only more engaged. Help, Angels, make assay!
Bow stubborn knees! and heart with strings of steel,
Be soft as sinews of the new-born babe.

Rule III.—Possessive Case.

A noun or a pronoun which limits the word used as the name of the thing possessed, is in the possessive case.

NOTES.

1. In the use of nouns and pronouns in the possessive case, the proper forms should always be written; as, The boy's hat; the *ladies'* dresses;—"This book was *hers*."

2. A noun or a pronoun in the possessive is usually placed immediately before the noun denoting the thing possessed; except when an adjective which describes or limits the same noun is placed between the noun and the possessive; as, "The *company's vessel* was lost."—"The *company's* largest *vessel* was lost."

3. The possessive and the word limited by it are sometimes connected by a hyphen and thus form a compound word; as, A *camel's-hair* brush.

A permanent compound word is sometimes formed from the possessive and the word limited by it, by omitting both the hyphen and the sign of the possessive; as, *Goatskin*, for *goat's skin*.

The possessive and the word limited by it, and the compounds formed from them, do not always have the same meaning: thus, *cathead* (a part of a vessel), *cat's-head* (a plant), and *a cat's head*, express quite different ideas.

4. The idea expressed by the possessive may also be denoted by the preposition *of*, followed by the objective: thus, "The *sun's rays*," means "The *rays of the sun*."

These two modes of expression, however, do not always mean the same thing; thus, "The *queen's* picture" means a picture *belonging to her;* but, "A picture *of* the *queen*" does not denote possession; it means simply a *portrait of her*.

5. The word limited by the possessive may be omitted when its use is not required to complete the sense; as, "He bought the goods at *Stewart's* (store)."

6. The noun omitted after the possessive following *of*, is the same as the noun which precedes *of*, and is always in the plural number; as, "This is a painting of *West's* (paintings)."

7. In the use of complex nouns the sign of the possessive is suffixed to the last word of the complex name; as, "*Washington Irving's* 'Life of Columbus' should be in every library."

Some body else's, some one else's, etc., are treated as complex nouns.

When the last word of a complex name or title is in the objective case, it is preferable to express the idea of possession by a preposition and its object: thus, instead of "The *Pope of Rome's* temporal power," say, "The temporal power *of the Pope of Rome*."

8. The use of several successive nouns in the possessive case should be avoided, and the idea of possession expressed by prepositions and their objects: thus, "The *king's favorite's servant's* horse was slain," should be, "The horse *belonging to the servant of the king's favorite* was slain."

9. When two or more nouns in the possessive are connected, and denote *joint* owners of the *same* thing, the sign of the possessive is suffixed to the *last* noun only; as, *William and Mary's* reign; *William, John,* and *James's* teacher.

When one or more of the nouns connected in the possessive are used for the sake of emphasis, the sign of the possessive is suffixed to each; as, "It was *Charles's*, not *Mary's* fault."—"*Henry's*, which was also partly *Howard's* book, was lost."

When two or more nouns in the possessive are connected, and denote *separate* owners of *different* things, the sign of the possessive is suffixed to *each* noun; as, "*Taylor's* and *Santa Anna's* forces were unequal in numbers."

10. When a noun in the possessive has one or more nouns in apposition (Rule V., Note 5) with it, the sign should be suffixed to that which immediately precedes the noun, mentioned or understood, which is limited by the possessive; as, *Paul* the *Apostle's* letter; *At Smith's*, the *watchmaker* and *jeweler*.

11. When an intervening clause is used to explain a noun in the possessive, the idea of possession should be denoted by a preposition and its object, with the explanatory clause following: thus, "She praised the *peasant's*, as he was called, good breeding," should be, "She praised the good breeding *of the peasant*, as he was called."

12. When a noun in the possessive case is put in apposition with a pronoun in the possessive, the sign may be omitted; as, "Such was *his* wisdom, the foremost *man* of all his age."—"*His* reputation as a *lawgiver* has descended even to our times." (Rule V., Note 6.)

13. The possessive may limit a participial noun; as, "The head and front of *my offending* hath this extent."—"The *boy's playing* was admired by all."

14. The possessive may limit a participle used as a noun, which, at the same time, retains the nature of a participle; as, "*His having* a ticket insured his admission."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"'Ladies Cabin' was painted above the door."

This expression is incorrect, because *ladies*, which is intended for the possessive plural, has not the proper form; but, according to Note under Rule III., "In the use of nouns and pronouns in the possessive case, etc." Therefore *ladies* should be *ladies'*, and the expression should be, "'Ladies' Cabin' was painted above the door."

2. "The thief restored neither Brown nor Smith's goods."

This sentence is incorrect, because the sign of the possessive is not suffixed to the noun *Brown*, which is one of two nouns connected in the pos-

sessive; but, according to Note under Rule III., "When two or more nouns in the possessive are connected, and denote separate owners of different things, etc." Therefore *Brown* should be *Brown's*, and the sentence should be, "The thief restored neither Brown's nor Smith's goods."

1. William's H. Prescott's "Conquest of Peru" is a very interesting work. 2. The fire destroyed Pierce's, Taylor's, and Clay's store. 3. The volume was printed at Johnsons', the publishers' and booksellers'. 4. Tennyson's, once poet-laureate of England, fame will live through coming ages. 5. Napoleon and Wellington's armies deserved such commanders. 6. The mistake was the general, not the soldiers'. 7. The commodore's vessel's masts were shot away. 8. The Protector's picture was an exact resemblance of his features. 9. No means remained to prevent him escaping. 10. Men and women's shoes are made here.

EXERCISE II.—*Parse* the *possessives* in the following sentences:—

MODEL 1.—"President Harrison's death occurred April 4, 1841."

President Harrison's.—President Harrison's *death.*—"President Harrison's" is a complex proper noun, in the singular number, third person, and of the masculine gender; it is in the possessive case, and limits the noun *death*, according to Rule III., "A noun or a pronoun in the possessive case limits the word used as the name of the thing possessed."

2.—"'The Deliverance of Leyden' is a painting of Wittkamp's."

Wittkamp's.—Wittkamp's (*paintings*).—"Wittkamp's" is a proper noun, in the singular number, third person, and of the masculine gender; it is in the possessive case, and limits the noun *paintings*, understood, according to Rule III., "A noun or a pronoun, etc."

1. Order is Heaven's first law. 2. One fire burns out another's burning. 3. Queen Anne's reign has been called the Augustan age of English literature. 4. The French emperor's well-known and often-tried powers of endurance were astonishing. 5. Man's reasoning faculties are given to him for a noble purpose. 6. In our travels we stopped at Wordsworth's, the poet. 7. After life's fitful fever he sleeps well. 8. The Roundheads' and the Parliament's forces were soon engaged. 9. An atheist's laugh's a poor exchange for Deity offended. 10. The best portion of a good man's life is his little, unremembered acts of kindness and of love.

Rule IV.—Objective Case.

A noun or a pronoun which is the object of an action or of a relation, is in the objective case.

Action refers to the action asserted by a transitive *verb* in the active voice, and *relation* to the relation denoted by a *preposition.*

NOTES.

1. A noun or a pronoun can be the object of an action asserted only by a transitive verb in the active voice, or by an intransitive verb used transitively; as, "Strive *to perform* your *duties*, and your friends *will respect you.*"—"The peasant *lived* a *life* of toil."

A verb may have several objects connected by one or more conjunctions; as, "He shall no more *behold wife, friends,* or *children.*"

2. A noun or a pronoun may also be the object of an action expressed by the *participle* of a transitive verb in the active voice, or of an intransitive verb used transitively; as, "A lake was seen *reflecting* the *rays* of the sun."

3. The object of a verb or of a participle may be a phrase, a clause, or a sentence,—used as a noun; as, "The colonists determined *to resist the Stamp Act.*"—"Galileo proved *that the earth is round.*"—"Take '*Touch not, taste not, handle not,*' for your motto."

4. A preposition should never be placed between a verb and the object of the action asserted by the verb: thus, "The family did not appear to want *for* any thing," should be, "The family did not appear to *want* any *thing.*"

5. A verb in the passive voice should never be used to govern an objective case, because, in this voice, the *object of the action* asserted by the verb is the *subject* of the verb: thus, "He *was offered* a foreign *appointment,*" should be, "A foreign *appointment was offered* to him."

6. An intransitive verb, or the participle of an intransitive verb, should not be used to govern the objective case: thus, "I will sit *me* down to rest," should be, "I will sit down to rest."

7. Transitive verbs of *choosing, naming,* etc., seem to have two objects not connected by a conjunction; as, "He called his *son, Thomas.*"

In such instances the latter noun is in apposition with the noun or the pronoun preceding, which is the real object. (Rule V., Note 7.)

The omission of a preposition, usually *to, for,* or *of,* gives a verb the appearance of governing two objectives: "He asked me a question," means, "He asked *of* me a question."—"I bought him a book," means, "I bought a book *for* him."

When the object of the action asserted by the verb precedes the other object, the preposition is mentioned; as, "He taught the alphabet *to* him."

A verb, therefore, never governs two objects, unless they are connected by a conjunction mentioned or understood.

8. Some nouns seem to be used without any governing word: thus, "He traveled several *miles* before he overtook the party."

In such instances the objective seems to have somewhat the force of an adverb; but it is better to supply a preposition than to call the expression an adverb or an adverbial objective.

9. A noun or a pronoun is sometimes the object of the relation denoted by two or more prepositions; or of a preposition and a transitive verb; as, "He went *into* and passed *through* the *house*."—"The general *proposed*, and afterwards determined *upon*, his *plans* of operations."

In all such expressions the object should be placed after the first verb or preposition, and each of the others should be followed by a pronoun representing the object; as, "He went *into* the *house* and passed *through it*."—"The general *proposed* his *plans* of operations, and afterwards determined *upon them*."

10. The object of an action or of a relation is generally placed after the verb or the preposition by which it is governed; as, "I love *to hear* a hearty *laugh above* all other *sounds;*"—except when used for the sake of emphasis; as, "*Him, whom* I *can* not *trust*, I *can* not *respect*."

11. The object should never be separated from the verb by an explanatory phrase or clause: thus, "He *assisted*, an act deserving much praise, the poor *people* who asked his aid," should be, "He *assisted* the poor *people* who asked his aid, an act, etc."

12. When the object of an action is a relative or an interrogative, it may precede the verb, or both the verb and the subject; as, "*Whom* did the government *appoint* to the command?"

13. The relative *that* always precedes the verb or the preposition by which it is governed; as, "He is the best man *that* I *know*."—"Who *that* we can appeal *to*, will decide differently?"

14. *Whom* and *which* are sometimes placed before the preposition by which they are governed,—but inelegantly: thus, "*Whom* did you speak *to?*" should be, "*To whom* did you speak?" They usually precede the verb; as, "The picture *which* I *saw*."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"They who become great through their own merit, the world will commend."

This sentence is incorrect, because the pronoun *they*, which is in the nominative case, is used as the object of the action asserted by *commend*, a transitive verb in the active voice; but, according to Rule IV., "A noun or a pronoun, etc." Therefore *they* should be *them*, and the sentence should be, "Them who become great through their own merits, the world will commend."

2. "He was offered a seat in the president's cabinet."

This sentence is incorrect, because the noun *seat* is used as the object of *was offered*, a verb in the passive voice; but, according to Note under Rule IV., "A verb in the passive voice should never be used, etc." Therefore, the sentence should be, "A seat in the president's cabinet was offered to him."

3.—"Who did you ask for?"

This sentence is incorrect, because the relative *who*, which is in the nominative case, is used as the object of the relation denoted by the preposition *for;* but, according to Rule IV., "A noun or a pronoun, etc."; therefore *who* should be *whom*. The sentence is also incorrect (or inelegant), because the preposition *for* is placed after the word which it governs; but by Note under Rule IV., "The object of an action or of a relation is generally placed, etc." Therefore the sentence should be, "For whom did you ask?"

1. Who did you accompany in your journey across the prairies? 2. He was presented the highest prize as a reward for his proficiency in Latin. 3. The traveler being weary sat himself down by the road-side to rest. 4. The boy's parents resolved not to permit of such conduct. 5. It is our duty to feel for, and to assist, those in want. 6. Who did you desire to purchase the book? he or I? 7. The Indians have been deprived of, and driven from, their former hunting-grounds. 8. Who, were I righteous, yet would I not answer. 9. Thou, who I am proud to include among my friends, I will always respect. 10. He to whom much is given, much will be required of.

EXERCISE II.—*Parse* the nouns and the pronouns in the *objective case* in the following sentences:—

MODEL.—"Cast thy bread upon the waters."

Bread.—Cast bread.—"Bread" is a common noun, in the singular number, third person, and of the neuter gender; it is in the objective case, being the object of the action asserted by the verb *cast*, according to Rule IV., "A noun or a pronoun, etc."

Waters.—Upon waters.—"Waters" is a common noun, in the plural number, third person, and of the neuter gender; it is in the objective case, being the object of the relation denoted by the preposition *upon*, according to Rule IV., "A noun or a pronoun, etc."

1. Keep company with good men and you will increase the number. 2. As circumstances alter cases, so time and chance alter circumstances. 3. The pride of science is humble, when compared with the pride of ignorance. 4. The caravan traveled many miles without finding water. 5. Youth can be moulded into any shape, at pleasure, like soft clay. 6. A

continual dropping of water hollows out a stone. 7. Riches certainly make themselves wings. 8. The bell strikes one. We take no note of time but from its loss. 9. Go to the ant, thou sluggard; consider her ways, and be wise. 10. Happy are we, if we make God's law the rule of our life.

Rule V.—Apposition.

A noun or a pronoun used in apposition with another, is in the same case.

NOTES.

1. A noun or a pronoun is used in *apposition*, when it is used with another noun or pronoun to explain it, or when it is added or repeated for the sake of emphasis; as, "Franklin, the *philosopher*, will ever be remembered."—"Spring, joyous *spring*, has come."—"We, the *people* of the United States."

2. The proper name and the common name of an object are often used together, the common name being in apposition with the proper. They may, however, be parsed together as a complex proper noun; as, "The *steamer Atlantic* has arrived."—"The city of London is on the *river Thames*."

Although one of the words forming a complex proper noun is the principal word, and the other or others are in apposition with it, yet they should be parsed together as one word: thus, in the sentence, "*Louis Napoleon Bonaparte* became emperor in 1852," *Louis* is the principal noun, and *Napoleon* and *Bonaparte* are in apposition with it, but all should be parsed as one complex noun.

A title prefixed to a proper name is in apposition with it, but the two should be parsed together as one word: thus, in the sentence, "*Senator Knox* opposed the measure," *Senator* is put in apposition with *Knox*, but they should be parsed as one complex noun.

3. A noun may sometimes be parsed as being in apposition with the whole or a part of a sentence; as, "The British Parliament claimed *the right to tax the Americans without their consent*,—a *principle* which the colonists opposed." Strictly, *principle* is in apposition with *right*.

4. *As* is often followed by a noun denoting office, employment, etc., which is used in apposition with a preceding noun or pronoun; as, "*Hancock's* abilities as a *general*, caused him to be feared by his enemies."

The word following *as* is not always in apposition with the preceding noun or pronoun, but is sometimes the subject or the object of a verb understood: thus, "He valued his *character* as his *life*," means, "He valued his character as he *valued* his *life*."

When the noun in apposition is an equivalent as well as an explanatory term, it is sometimes introduced by the conjunction *or;* as, "The *puma*, or American *lion*, is found in Brazil."

5. When a noun in the possessive case is in apposition with another in the same case, the sign is usually suffixed only to that noun which immediately precedes that limited by the possessive; as, "'Death on the Pale Horse' is one of the best of the *artist West's* paintings."

6. A noun may sometimes be in apposition with a pronoun in the possessive; in such instances the sign of the possessive is omitted; as, "Irving's 'Life of Washington' is *his* best work as an *author*."

7. Transitive verbs of *choosing, naming,* etc., are sometimes followed in the active voice by two objectives, the *first* of which is the object of the action asserted by the verb, and the other is used in apposition with it; as, "The English government appointed *Wellington commander* of their forces in Spain."

8. A plural term used for emphasis is sometimes used in apposition with the particulars which it represents; as, "*Happiness, honor, wealth, all* were lost."

9. A distributive word, or several particulars, are sometimes used to explain a general term, and are used in apposition with it: thus, "*They* disputed *every one* with his neighbor."—"The *inhabitants, men, women,* and *children,* rallied to the defence of the city."

10. In the expression, "They love each other," *each* is in apposition with *they*, the meaning being, "*They, each,* love the other."

Also in the sentence, "They love one another," *one* is in apposition with *they*, the meaning being, "*They, one,* love the other."

11. Words in apposition must agree in case, but not necessarily in number, person, or gender; as, "*We*, the *people* of the United States."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL.—"The insult was offered to my friend, he whom I loved as a brother."

This sentence is incorrect, because *he*, which is a pronoun in the nominative case, is used in apposition with the noun *friend*, which is in the objective case, being the object of the *relation* denoted by the preposition

to; but, according to Rule V., "A noun or a pronoun used in apposition with another, is in the same case." Therefore, *he* should be *him*, and the sentence should be, "The insult was offered to my friend, him whom I loved as a brother."

1. The purchased articles were left at Bailey's, the jeweler's. 2. My friend, him who you heard lecture, has left the city. 3. Richard the Lion-hearted found the government of England in John's, his brother's hands. 4. The man, him who the officer punished, threatened revenge. 5. Such conduct to your friend, he who has done so much to aid you, is ungrateful. 6. Help the poor, disabled soldiers, they who so much need assistance. 7. Milton the poet lived during Cromwell's the Protector's administration. 8. The dress-maker, her whom you recommended, has disappointed me. 9. The minstrel came, him who the earl invited. 10. I went to see my cousin Charles, he who has been sick so long.

EXERCISE II.—*Parse* the nouns and the pronouns *in apposition* in the following sentences:—

MODEL 1.—"Washington appointed John Jay Chief Justice."

Chief Justice.—John Jay Chief Justice.—"Chief Justice" is a complex proper noun, in the singular number, third person, and of the masculine gender; it is in the objective case, being put in apposition with the noun *John Jay* which is the object of the action asserted by the verb *appointed;* according to Rule V., "A noun or a pronoun, etc."

2.—"General, captain, private, all were hurried into the same grave."

All.—General, captain, private, all.—"All" is a pronominal adjective, representing the nouns, *general, captain,* and *private,* in the plural number, third person, and masculine gender; it is in the nominative case, being used in apposition with *general, captain,* and *private,* which are the subjects of the finite verb *were hurried,* according to Note under Rule V., "A plural term used for emphasis is sometimes used, etc."; and Rule V., "A noun, etc."

1. How wonderful is Death!—Death and his brother Sleep. 2. When our actions do not, our fears make us traitors. 3. Shakspeare calls the world a stage, and men and women players. 4. The city, cannon, stores, every thing fell into the hands of the victorious army. 5. Athens, once the eye of Greece, mother of arts and eloquence, lay before us.

6. The labors of Hamilton as a statesman were invaluable. 7. Washington resigned all the power which his position as commander-in-chief gave him, and retired to private life; an act which will always be admired. 8. Decatur destroyed the frigate Philadelphia in the harbor of Tripoli. 9 The sea, the sea, the open sea! the blue, the fresh, the ever free! 10. The walrus, or sea-horse, is found in the Arctic regions.

20. O Caledonia! stern and wild,
Meet nurse for a poetic child!
Land of brown heath and shaggy wood;
Land of the mountain and the flood!

Rule VI.—Same Case After Verb.

A noun or a pronoun placed after an intransitive verb, or a verb in the passive voice, and meaning the same person or thing as the noun or the pronoun preceding the verb, is in the same case.

NOTES.

1. A noun or a pronoun is *after* or *before* a verb or a participle when it *follows* or *precedes* the verb or the participle in the natural order of thought or expression.

2. The verbs which most frequently separate nouns and pronouns meaning the same person or thing are *be, become, appear, grow,* etc.; intransitive verbs denoting *motion, place, position,* etc.; and the verbs *call, choose, consider, make,* etc., in the passive voice.

3. A noun or a pronoun may agree in case with a phrase, a clause, or a sentence, placed before a verb and meaning the same person or thing; as, "*To love our neighbor as ourselves* is a divine *command.*"

The expression following the verb or the participle may be a phrase, a clause, or a sentence; as, "*It* is difficult *to be always consistent.*"

4. If the conjunction *that* is used to connect a finite intransitive verb with a transitive verb preceding, the noun or the pronoun following the intransitive verb is in the nominative case; as, "The man supposed (that) *it* was *he* that came last."

When the intransitive verb is in the infinitive mode and follows a transitive verb which has an object mentioned, the noun or the pronoun following the intransitive verb is in the objective case; as, "The man supposed *it* to be *him* that came last."

5. The noun or the pronoun following an intransitive or a passive participle which is limited by the possessive case of a noun or a pronoun placed before it, is in the *nominative case independent;* as, "The fact of *its* being *he,* need not alter your opinion."

Although this mode of expression is used by the best writers, it seems preferable to avoid it when possible: thus, "The fact that *it* is *he,* need not alter your opinion."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"No one doubted that it was him who deserved the prize."

This sentence is incorrect, because *him* is a personal pronoun in the objective case, referring to the same person as *it*, which is in the nominative case, being the subject of the finite verb *was;* but, according to Rule VI., "A noun or a pronoun placed after an intransitive verb, etc." Therefore *him* should be *he*, and the sentence should be, "No one doubted that it was he who deserved the prize."

2.—"No one doubted it to be he that deserved the prize."

This sentence is incorrect, because *he* is a personal pronoun in the nominative case, referring to the same person as *it*, which is in the objective case, being the object of the action asserted by the verb *doubted;* but, according to Rule VI., "A noun or a pronoun, etc." Therefore *he* should be *him*, and the sentence should be, "No one doubted it to be him that deserved the prize."

1. It seemed impossible to be him that committed the act. 2. It appears difficult to determine whom it was, that first discovered the power of steam. 3. Who do you suppose him to be? 4. If I were him or her, I would improve the opportunities presented to me. 5. It matters not whom your associates may be, their influence has its effect upon you. 6. The court had no doubt of its being them who were guilty. 7. The visitor was not the man whom he seemed to be.

EXERCISE II.—*Parse* the nouns and the pronouns in the *same case after the verb* in the following sentences:—

MODEL.—"A man's house is his castle."

Castle.—House is *castle.*—"Castle" is a common noun, in the singular number, third person, and of the neuter gender; it is in the nominative case after the intransitive verb *is*, because it denotes the same thing as the preceding noun *house*, which is in the nominative case, being the subject of the finite verb *is*, according to Rule VI., "A noun or a pronoun placed after an intransitive verb, etc."

1. Beauty is truth, and truth beauty. 2. Every man is the architect of his own fortune. 3. From this battle the Romans retired victors. 4. He blesses his stars, and thinks it luxury. 5. Brevity is the soul of wit. 6. Men are but children of a larger growth. 7. A sorrow's crown of sorrow is remembering happier things. 8. To conceal art is the perfection of art. 9. Our birth is nothing but our death begun. 10. Prayer should be the key of the day and the lock of the night.

20. All nature is but art, unknown to thee;
All chance, direction, which thou canst not see;
All discord, harmony not understood;
All partial evil, universal good.

Rule VII.—Personal Pronouns.

A personal pronoun agrees with the noun which it represents, in number, person, and gender.

NOTES.

1. The following are exceptions:—

I. *We*, which is a pronoun in the plural number, is sometimes used by authors, editors, reviewers, etc., to represent a noun in the singular.

II. *You*, etc., which are in the plural number, are generally used instead of *thou*, etc., to represent nouns in the singular; as, "*Charles*, have *you* completed *your* task?"

III. *It*, which is of the neuter gender, is often used instead of *he* or *she* to represent the names of infants, animals, etc.; as, "The *child* had not yet recovered from its fright."

IV. *He* or *she* is used instead of *it*, to represent the name of a thing without sex, which has been personified; as, "*Pleasure* deludes *her* followers with many a flattering promise."

V. *It*, used indefinitely. (See Note 11.)

2. When the objects composing the unit denoted by a collective noun are considered *collectively*, the noun should be represented by a pronoun in the singular number, and of the neuter gender; as, "*Congress* holds *its* meetings in the capital of the United States."

When the objects composing the unit denoted by a collective noun are considered *separately*, the noun should be represented by a pronoun in the plural number, and of the gender corresponding to the sex of the individuals that form the collection; as, "The *party* were quarreling among *themselves* at the time of *their* capture."

The collectives *many*, *few*, *dozen*, *score*, etc., preceded by *a*, are represented by pronouns in the plural; as, "*A* great *many* lost *their* lives in *their* attempts to capture the fort, but a *few* effected *their* entrance."

3. A pronoun which represents two or more nouns taken together and connected by *and*, should be in the plural number; as, "*Generals Lee* and *Jackson* united *their* armies to make the attack."

If a pronoun represents two or more nouns in the singular, connected by *and* and expressing only one person or thing, the pronoun should be in the singular; as, "The celebrated *painter* and *artist* died before *he* reached Rome."

If two or more nouns in the singular, connected by *and*, are preceded by *each*, *every*, *no*, or a similar distributive, they are considered separately, and are represented by a pronoun in the singular; as, "Every *act*, every *word*, every *thought*, has *its* effect upon our character."

If two or more nouns are connected by *as well as, but not, and also,* etc., they belong to different propositions, and a pronoun is used to represent the first noun only; as, "*James*, as well as his brothers, was there, for I saw *him*."

4. A pronoun which represents two or more nouns in the singular connected by *or* or *nor*, should be in the singular; as, "Either *James* or *William* has failed to do *his* duty."

If one of the nouns connected by *or* or *nor* is in the plural, the pronoun representing them should be plural; and the plural noun should be placed nearest to the pronoun; as, "Neither the *captain* nor his *men* were aware of *their* danger."

5. A noun in the singular preceded by *many a* is represented by a pronoun in the singular; as, "*Many a boy* neglects *his* opportunities for improvement."

Such a noun may be represented by a pronoun in the plural, but not in the same clause, or member; as, "Though *many a warning* was given, he disregarded *them* all."

6. In the singular number, second person, the singular or the plural form of the pronoun should be used throughout the sentence to represent the same person; as, "I can not forget that *thou* wast my friend, and I will not repay *you* [*thee*] with ingratitude."

7. A pronoun in the plural representing two or more nouns or pronouns of different persons connected by *and*, is in the first person if any one of the words which it represents is in the first person; as, "*He* and *I* (*we*) are going to *our* homes."

If none of the nouns is in the first person, the pronoun is in the second person if any one of the nouns which it represents, is in the second person; as, "*You* and *he* (*you*) failed in *your* efforts."

8. A noun which is either masculine or feminine is usually represented by a pronoun in the masculine; as, "A *parent* corrects the child whom *he* loves."

9. Nouns in the singular number, but of different genders, connected by *or* or *nor*, can not be represented by a single pronoun; a separate pronoun must be used to represent each noun; as, "The *boy* or the *girl* has lost *his* or *her* pen;" this is inelegant, and would be better thus: "The *boy* has lost *his* pen, or the *girl* has lost *hers*."

10. The gender of a pronoun representing two or more nouns of different genders, connected by *and*, can not be determined; as, "The *boy* and the *girl* lost *their* way."

11. The pronoun *it* is used to represent a noun or a pronoun in either number, in any person, or of any gender,—also a sentence or a part of a sentence; or it may be used indefinitely, that is, without representing any person or thing; as, "*It* is *men*, not *money*, that we want."—"*It* was *Queen Isabella* that first aided Columbus."—"*We are often mistaken*, but we seldom acknowledge *it*."—"*It* snowed all day."—"They roughed *it* in the woods and led a jolly life."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"Congress passed the bill before they adjourned."

This sentence is incorrect, because *they*, which is a pronoun in the plural number, is used to represent the collective noun *Congress*, which is used as the name of a number of objects considered collectively; but, according to Note under Rule VII., "When the objects composing a unit, etc." Therefore *they* should be *it*, and the sentence should be, "Congress passed the bill before it adjourned."

2.—"Every officer and every private endeavored to do their duty."

This sentence is incorrect, because *their*, which is a pronoun in the plural number, is used to represent the two nouns *officer* and *private*, which are connected by *and* and are preceded by *every;* but, according to Note under Rule VII., "Two or more nouns in the singular, connected by *and* and preceded by *each*, etc." Therefore *their* should be *his*, and the sentence should be, "Every officer and every private endeavored to do his duty."

3.—"You and I must be obedient to your teachers."

This sentence is incorrect, because *your*, which is a pronoun in the second person, is used to represent the pronoun *I* in the first person, and *you* in the second person, connected by *and;* but, according to Note under Rule VII., "A pronoun in the plural representing two or more nouns or pronouns of different persons connected by *and*, is, etc." Therefore *your* should be *our*, and the sentence should be, "You and I must be obedient to our teachers."

1. If any one of you has found an error, let them mention it. 2. May your life be always as free from care as it was in thy youth. 3. You and your friends cannot always have their wishes gratified. 4. A few of the leaders were arrested for his share in the plot. 5. Many an American is not aware of their advantages over the citizens of other countries. 6. The news came last evening, but no paper has yet published them. 7. If the officer or his secretary made the mistake, they should be severely censured. 8. Columbus, as well as his brother, felt confident that they would succeed in his enterprise.

EXERCISE II.—*Parse* the *personal pronouns* in the following sentences:—

MODEL 1.—"Dost thou try to be consistent in all things?"

Thou.—(*Person addressed*) thou *dost try*.—"Thou" is a personal pronoun, in the singular number, second person, and of the masculine or the

feminine gender, to agree with the noun, the *name of the person addressed*, which it represents, according to Rule VII., "A personal pronoun agrees, etc."; it is in the nominative case, being the subject of the finite verb *dost try*, according to Rule I., "A noun or a pronoun which is, etc."

2.—"Few men are admired by their servants."

Their.—Men their *servants.*—"Their" is a personal pronoun, in the plural number, third person, and of the masculine gender, to agree with the noun *men* which it represents, according to Rule VII., "A personal pronoun, etc."; it is in the possessive case, and limits the noun *servants*, according to Rule III., "A noun or a pronoun in the possessive, etc."

1. Goldsmith was a poet, naturalist, and historian, who touched nothing that he did not adorn. 2. All men think all men mortal but themselves. 3. But when thou doest alms, let not thy left hand know what thy right hand doeth. 4. The council disagreed in their opinions of the law proposed for the punishment of the Protestants. 5. The captain and the crew were exhausted by their continued efforts to keep the vessel in her direct course. 6. The troops took their appointed stations and patiently awaited the attack. 7. The army laid waste the country, and desolation marked its course. 8. And what is the worth of time? Ask death-beds; they can tell.

Rule VIII.—Relative Pronouns.

A relative pronoun agrees with its antecedent in number, person, and gender.

NOTES.

1. *Who* is used when reference is made to persons, or to things which are personified; as, "Thou *sun, who* rulest the day!"—"*He who* knows every thing, is often deceived."

2. *Which* is used when reference is made to inferior animals, to infants, and to things without life; as "Sweet are the songs of the *birds which* sing in the groves."—"The *child which* was lost, has been found."—"Avoid *avarice, which* is a mean vice."

Which is also used when the objects composing the unit denoted by a collective noun are referred to collectively; as, "The *mob which* filled the streets, seemed bent on violence."

3. *Who, which,* and *what* are sometimes used without referring to any antecedent; as, "*Who* saw the accident? I can not tell *who* saw it."

When so used they are either *interrogative* or *indefinite relative* pronouns; and in parsing them as such, no rule of syntax is to be given except the rule for *case.*

4. When a proper name of a person is used merely as a word, or to denote character, it is represented by *which*, and not by *who;* as, "We should imitate the example set by *Washington, which* is a name dear to every American."

5. The following are the principal instances in which *that* is used instead of *who* or *which:*—

I. After an adjective or an adverb in the *superlative degree;* as, "He read the *best* books *that* could be procured."

II. After the adjective *same;* as, "Others share the *same* difficulties in study *that* we encounter."

III. After *who* used interrogatively; as, "*Who, that* indulges in vice, can be happy?"

IV. After two or more antecedents which separately require *who* and *which;* as, "No *man* or *beast that* ventured forth, escaped."

V. After *all, every,* etc., and similar antecedents limited in meaning by the relative clause following; as, "All *that heard him,* were pleased."

VI. After the personal pronoun *it* used indefinitely; as, "*It* was he *that* committed the fault."

6. The rules which determine the number and the gender of the personal pronouns, apply also to the relative pronouns. (Rule VII., Notes 4, 5, etc.)

The gender of a relative pronoun having two or more antecedents of different genders connected by *or* or *nor* or by *and,* can not be determined; as, "I do not know the *man* or the *woman who* called."

7. A relative having antecedents of different persons, agrees in person with the antecedent nearest to it; as, "You are a *man who has* great power."—"*You, who are* a man of great mind, are respected."

8. Every relative should be placed near its antecedent, in order to prevent all doubt as to the meaning intended: thus, "The *general* ordered his men to sleep on their arms, *who* knew the treachery of the enemy," should be, "The *general, who* knew the treachery of the enemy, etc."

9. A relative should not be used to represent an adjective or a verb: thus, "He resolved that he would be *truthful, which* is a trait that all admire," should be, "He resolved, etc., for *truthfulness* is a trait, etc."

10. The antecedent of a relative is sometimes omitted; as, "(*He*) *Who* commands himself, commands the whole world."

11. The relative in the objective is sometimes improperly omitted; as, "The *good* (*which*) men do is often buried with them."

12. *What* used as a relative never has an antecedent mentioned, but, in meaning, is equivalent to an antecedent and a relative. This is true also of the compound relatives.

13. *What* is often incorrectly used for the conjunction *that;* as, "I do not know but *what* [*that*] there is truth in your statement."

14. *Whom* and *which* should generally follow the prepositions, but should precede the verbs, by which they are governed;—*that* always precedes; as, "The difficulties *with which* he contended."—"The same difficulties *that* you *experienced*, happened to me."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"The horse, who is a noble animal, ranks next to man."

This sentence is incorrect, because the relative *who* is used to agree with its antecedent the noun *horse*, which is the name of an animal inferior to man; but, according to Note under Rule VIII., "*Which* is used when reference is made to inferior animals, etc." Therefore *who* should be *which*, and the sentence should be, "The horse, which is a noble animal, ranks next to man."

2.—"Newton was the greatest philosopher whom England ever produced."

This sentence is incorrect, because the relative *whom* is used after *greatest*, which is an adjective in the superlative degree; but, according to Note under Rule VIII., "*That* is used instead of *who* or *which* after an adjective or an adverb in the superlative degree." Therefore *whom* should be *that*, and the sentence should be, "Newton was the greatest philosopher that England ever produced."

3.—"He can not associate with the virtuous, who is vile."

This sentence is incorrect, because the relative *who* is separated from its antecedent, the pronoun *he*, and thereby produces doubt as to the meaning intended; but, according to Note under Rule VIII., "Every relative should be placed, etc." Therefore *who* should be placed near its antecedent, the pronoun *he*, and the sentence should be, "He who is vile, can not associate with the virtuous."

1. All which we hope for, is sometimes denied to us. 2. I do not know but what it is best that we are ignorant of what is in store for us. 3. Even in the midst of the flames, the boy kept the position which his father had placed him in. 4. Even the little, man wants here below, is sometimes withheld. 5. The king issued his edict against the Catholics, who was a Protestant. 6. All who perform their duties faithfully, gain the respect of their friends. 7. The army who was under the command of the Emperor,

was successful in every battle. 8. The companions, whom he associated with, debased his mind and corrupted his morals. 9. The traveler gave an amusing account of the persons and animals whom he had seen. 10. Neither wealth nor talent, who is so much envied, can alone bring happiness.

EXERCISE II.—*Parse* the *relative pronouns* in the following sentences:—

MODEL 1.—"Give me what this ribbon bound."

What.—*Give* what.—*bound* what.—"What" is a relative pronoun, and, in meaning, includes both relative and antecedent (*thing which*); it is in the singular number, third person, and of the neuter gender, to agree with its antecedent (not mentioned), according to Rule VIII., "A relative pronoun, etc."; it is in the objective case, being the object of the action asserted by the verb *give*, according to Rule IV., "A noun or a pronoun which is the object, etc.";—it is also the object of the action asserted by the verb *bound*, according to Rule IV., "A noun or a pronoun, etc."

2.—"The reign of William and Mary, who succeeded James II., was an important one in English history."

Who.—*William* and *Mary* who *succeeded.*—"Who" is a relative pronoun, in the plural number, third person, according to Note under Rule VIII., "A pronoun having two or more antecedents connected by *and*, etc."; its gender can not be determined, because its antecedents connected by *and* are of different genders, according to Note under Rule VIII., "The gender of a pronoun, having two or more antecedents, etc.";—it is in the nominative case, being the subject of the finite verb *succeeded*, according to Rule I., "A noun or a pronoun, etc."

3.—"Whoever it was that committed the error, is deserving of reproof."

Whoever.—Whoever *is—it* was whoever.—"Whoever" is a compound relative pronoun, in meaning equivalent to *any one who*;—it is in the singular number, third person, and of the masculine or the feminine gender, to agree with its antecedent (not mentioned), according to Rule VIII.;—"A relative pronoun agrees, etc."; it is in the nominative case, being the subject of the finite verb *is*, by Rule I., "A noun or a pronoun, etc.";—it is also in the nominative case after the verb *was*, because it denotes the same person as the pronoun *it*, which is in the nominative case, being the subject of the finite verb *was*, according to Rule VI., "A noun or a pronoun, etc."

1. Our gratitude is due to those who have endeavored to assist us in our efforts to acquire knowledge. 2. Whatever will tend to enlarge our minds and to elevate our nature, should receive our attention. 3. That is not always right which at first seems right. 4. You, who possess these advantages, so superior to those of your associates, should be thankful. 5. All that are so disposed, can make their influence for good felt by those around them. 6. The general did what he could for the comfort of his men during their long march. 7. Not a habitation nor an inhabitant that lay in the route, was spared. 8. Whoever will, may drink from the fountain of knowl-

edge. 9. Who, that gazes upon the myriads of stars which sparkle in the vaults of heaven, can doubt the existence of a divine being? 10. Those powers of mind which one enjoys, another may want. 11. Washington said: "I hope I shall always possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an 'honest man.'"

Rule IX.—Articles.

An article relates to the noun which it limits in meaning.

NOTES.

1. *The* can relate to a noun in either the singular or the plural number; as, *The book; the multitudes; the* three *vessels.*

A or *an* can relate to a noun in the singular only, or to a collective noun; as, *A book; a* cold *day; an* excited *multitude.*

2. *The* is used before a noun in the singular number regarded as the name of a whole species, or class; as, "*The lion* is called the king of beasts."—"*The palm-tree* grows only in warm climates."

The is used before each of several particulars included in a general term or class; as, "Nouns have three genders; *the masculine, the feminine,* and *the neuter.*"

3. *The,* placed before a proper noun, renders the proper noun common; as, "*The Cicero* of America." *A* or *an* thus placed may have the same effect; as, "Every poet is not *a Milton* or *a Byron.*"

Except when *the* is used to show that a particular object is meant; as, "*The Pacific* was lost at sea, and all on board perished."

4. The article should not be used before the names of *virtues, vices, materials, sciences,* etc., or before common names applied in their widest sense to *persons;* as, "The study of *mathematics* is useful."—"Immense fields of *coal* were discovered."—"*Man* is guided by reason; *the brute,* by instinct."

5. The article is omitted before the name of a species included in a class: thus, "The dog is a faithful kind of *an animal,*" should be, "The dog is a faithful kind of *animal.*"

The article should be omitted before titles or names used merely as such, or used simply as *words:* thus, "The title of *a duke* was bestowed upon Wellington," should be, "The title of *duke,* etc."—"The

Jews called their priests *the Rabbis*," should be, "The Jews called their priests *Rabbis*."

6. The article never relates to nouns limited by the pronominal adjectives *any, each, either, every, much, neither, no, none, some, this, these, that, those*,—or by pronouns in the possessive case.

7. *The* sometimes relates to an adjective used as a noun; as, "*The poor* ye have always with you."

The article in such constructions may also be parsed as relating to some noun understood after the adjective.

8. When an article is used before the comparative or the superlative degree of an adjective, it relates to a noun mentioned or understood after the adjective; as, "I said *a* better *soldier*, not *a* wiser (*soldier*)."—"Of friends prove to be *the* truest (*friend*)."

The has the force of an adverb when used before an adverb in the comparative or the superlative degree; as, "*The more intelligent* we become, *the less* are we satisfied with our knowledge."

9. *A* has sometimes the force of a preposition; as, "The machinery was set *a* going."

10. An adjective expressing plurality is sometimes preceded by the indefinite article; as, "*A dozen* birds were killed, but only *a few* of them could be found."

In such instances the article relates to the adjective used as a noun, and the adjective limits the noun following; or, the expression including the article and the adjective may be parsed together as an adjective. The former mode of parsing is preferable.

11. The article is used before *few, little*, and other adjectives expressing a similar meaning, to imply *some:* thus, "*A little* allowance was made for his failure," implies that *some* allowance was made, etc.

The article is omitted before *few, little*, etc., to imply *not many*, or *not much:* thus, "*Little* allowance was made for his failure," implies that *not much* allowance was made, etc. "*Few* heard it," implies that *not many* heard it.

12. The article is used only with the first of several adjectives connected expressing different qualities, and relating to but one noun; as, "*A* red, white, and blue *flag* was hoisted";—this means that *one* flag of these *three colors* was hoisted.

When several adjectives connected relate to the same noun men-

tioned or understood more than once, and meaning different persons or things, the article should be used with each adjective: thus, "*A red, a white,* and *a blue* flag," means *three* flags of *different* colors. "*A sweet* and *sour* apple," should be, "*a sweet* and *a sour* apple."

13. If a comparison is expressed between two nouns referring to the same person or thing, the article should be used before the first noun only; as, "*He* is *a* better politician than lawyer." In this sentence different qualifications of one person are compared.

If a comparison is expressed between two nouns referring to different persons or things, the article should be used before each noun; as, "He is *a* better politician than *a* lawyer (is)." In this sentence the same qualifications of different persons are considered.

14. The article should be used before each of two or more nouns, having different constructions, or expressing direct contrast; it is also repeated for the sake of emphasis: as, "*The day* but not *the hour* was fixed."—"*The rich* and *the poor* suffered alike."

15. The article is placed before the noun to which it relates; as, *A* man; *the* children; *an* hour.

16. An adjective, or an adjective qualified by an adverb, is sometimes placed between the article and the noun to which it relates; as, *A very intelligent* man; *the little* children.

When the adjective is qualified by *as, how, so,* or *too,* the article is placed after the adjective; as, "How *great a* matter a little fire kindleth."

17. The article is used *before* the following pronominal adjectives: —*few, former, first, latter, last, little, one, other,* and *same;* as, "He will do neither *the one* thing nor *the other.*"

The article is used *after* the following pronominal adjectives:—*all, both, many, such,* and *what;* as, "*Both the* men were guilty."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"He is a better writer than a speaker."

This sentence is incorrect, because the article *a* is used before each of the nouns *speaker* and *writer* which refer to one person having different qualifications compared; but, according to Note under Rule IX., "If a comparison is expressed between two nouns referring to the same person or thing, etc." Therefore *a* should be omitted, and the sentence should be, "He is a better writer than speaker."

2.—"The man wore a brown and a gray hat."

This sentence is incorrect, because the article *a* is used before the adjective *gray*, which is connected with the adjective *brown*, both of which express different qualities of the same thing; but, according to Note under Rule IX., "The article is used only with the first of several adjectives connected, etc." Therefore *a* should be omitted, and the sentence should be, "The man wore a brown and gray hat."

3.—"The lady purchased a too great number of articles."

This sentence is incorrect, because the adjective *great*, which is qualified by the adverb *too*, is placed between the noun and the article which relates to the noun; but, according to Note under Rule IX., "When the adjective is qualified by *as*, *how*, *so*, or *too*, the article, etc." Therefore *a* should be placed after the adjective *great*, and the sentence should be, "The lady purchased too great a number of articles."

1. Franklin was no less a statesman than a philosopher. 2. A too great reward was given for a so slight service. 3. The word is a noun or verb according to its use. 4. The Russian and Italian people differ from each other in their habits and customs. 5. No person shall be eligible to the office of a president, who shall not have attained the age of thirty-five years. 6. An orange is more wholesome than pine-apple. 7. The hyena is a species of a dog. 8. A large and small book were offered to him as a reward for his industry. 9. The black and the white horse was injured by his fall. 10. As his misfortunes resulted from his own misconduct, he had the sympathy of a few of his friends.

EXERCISE II.—*Parse* the *articles* in the following sentences:—

MODEL.—"A rudely carved stone marked the place of his burial."

A.—A *stone*.—"A" is the indefinite article; it relates to the noun *stone*, which it limits in meaning, according to Rule IX., "An article relates, etc."

The.—The *place*.—"The" is the definite article; it relates to the noun *place*, which it limits in meaning, according to Rule IX., "An article relates, etc."

When bad men combine, the good must associate; else they will fall, one by one, an unpitied sacrifice, in a contemptible struggle.

Near yonder copse where once the garden smiled,
And still where many a garden-flower grows wild,
There, where a few torn shrubs the place disclose,
The village preacher's modest mansion rose.
A man he was to all the country dear,
And passing rich with forty pounds a year.

Rule X.—Adjectives.

An adjective relates to the noun or the pronoun which it describes or limits.

NOTES.

1. An adjective may describe or limit a phrase, a clause, or a sentence; as, "*That he did all in his power*, is *certain*."

An adjective sometimes describes the meaning of another adjective; as, An *iron-gray* horse. The two adjectives should be connected by a hyphen, thus forming a compound adjective.

An adjective sometimes relates to a noun described or limited by another adjective, the noun and the latter adjective forming a complex noun; as, A bright *little boy;* an intelligent *young man.*

2. An adjective is sometimes used *abstractly* after a participle, or a verb in the infinitive mode, that is, without relating to any noun or pronoun; as, "To be *honest* is the best way of being trusted."

3. Adjectives are sometimes used as nouns, especially when preceded by the definite article, or by a pronominal adjective; as, "The vessel was tossed by the billows of *the deep*."—"None but *the brave* deserve *the fair*."—"*All* partial *evil* is universal *good*."

4. When an adjective is used to express a comparison between two objects considered separately, the comparative degree should be used; as, "His *mind* was *more mature* than his *body*."

When the comparative degree is used, if the objects compared belong to one and the same class, the latter term of comparison should *never include* the former: thus, "Shakspeare is more admired than *any* English poet," should be, "Shakspeare is more admired than *any other* English poet."

5. When an adjective is used to express the highest or the lowest quality belonging to two or more objects considered as one class, the superlative degree should be used: as, "Although gold is the *most valuable* of metals, it is of the *least* real use."

When the superlative degree is used, the latter term of the comparison should *always include* the former: thus, "Shakspeare is the most admired of all *the other* English poets," should be, "Shakspeare is the most admired of all *the* English poets."

6. Two signs of the comparative or of the superlative degree should never be used; thus, "The *lesser* evil," should be, "the *less* evil";—"The *most strictest* sect," should be, "the *strictest* sect."

7. In *prose*, an adjective should never be used instead of an adverb, to qualify a verb, an adjective, or another adverb: thus, "He arose

slow from the ground, and resumed his journey," should be, "He arose *slowly*, etc."

In *poetry*, an adjective is sometimes used instead of an adverb; as, "*Slow* rises merit, when by poverty oppressed," instend of "*Slowly* rises merit, etc." In the former sentence, *slow* is to be parsed as an adverb.

8. When an adjective follows a finite verb, and is not followed by a noun or a pronoun mentioned or understood, it relates to the subject of the verb; as, "The *ice* seemed to be as *smooth* as glass."—"*He* was pronounced *guilty*."—"The *snow* lies *deep*."

9. An adjective expressing plurality must relate to a noun in the plural number; as, "He stood *six feet* (not *foot*) high;" except *many* when immediately followed by *a;* as, *Many* a *flower*.

Certain nouns, used collectively, retain the singular form when preceded by numeral adjectives expressing plurality; as, "A *hundred head* of cattle were sold."—"A fleet of *twenty sail* appeared."

When a compound adjective is composed of a numeral and a noun, the latter is never made plural; as, "A *twenty-foot* pole was used."—"The pocket-book contained two *five-dollar* notes."

10. An adjective is generally placed *before* the *noun*, but *after* the *pronoun* to which it relates; as, An *able lawyer*.—"*He* is *old* and *feeble*."—"The groves were man's *first temples*."

There are many exceptions to this rule of position, especially in poetry. In general, the adjective should be so placed that there can be no doubt as to what noun or pronoun it describes or limits.

11. A pronominal or a numeral adjective precedes another adjective which describes the same noun; as, "The *three* dishonest clerks were arrested."—"*That* accomplished young lawyer greatly distinguished himself."

12. When two numeral adjectives, one denoting unity, the other plurality, precede a noun, the noun is made plural, and the adjective denoting plurality is placed next to it; as, "The first *three stanzas*."

If the first stanza of each of three poems were intended, it would be correct to say, "The three *first stanzas*."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"The hermit lived in the most strictest seclusion."

This sentence is incorrect, because the adjective *most strictest* has two

signs of the superlative degree (*most* and *-est*); but, according to Note under Rule X., "Two signs of the comparative or of the superlative degree should never be used." Therefore *most* should be omitted, and the sentence should be, "The hermit lived in the strictest seclusion."

2.—"This was more Wilson's case than any man's that ever wrote."

This sentence is incorrect, because *man*, the latter term of the comparison, includes *Wilson*, the former; that is, they are not considered separately; but, according to Note under Rule X., "When the comparative degree is used, etc." Therefore *other* should be inserted before the noun *man*, and the sentence should be, "This was more Wilson's case than any other man's that ever wrote."

1. His writings are remarkable chaste and clear. 2. Colleges afford more general and higher instruction than common schools. 3. Which is the most northern division of the Eastern Continent, Asia or Europe? 4. He seemed the best informed of any historian of the age in which he lived. 5. Few writers made hits which were more happier than his. 6. Education is more universal with the Caucasian than any race. 7. His language was so plain that I understood him the best of all others that spoke on the subject. 8. The preacher spoke earnest, and his words deeply impressed the young sinful man. 9. The population of Russia is greater than that of any nation of Europe. 10. Our bodies should be kept more perpendicular than is customary with us. 11. The water is only five foot deep on the bar.

EXERCISE II.—*Parse* the *adjectives* in the following sentences:—

MODEL 1.—"To receive the approbation of our friends is pleasant."

Pleasant.—To receive the approbation of our friends (is) pleasant.—"Pleasant" is an adjective; it can be compared (pos. *pleasant*, comp. *pleasanter*, super. *pleasantest*); it is in the positive degree, and relates to the phrase, *To receive the approbation of our friends*, which it describes according to Note under Rule X., "An adjective may describe or limit, etc."

2.—"A white-haired old man placed himself at their head."

White-haired.—White-haired *old man.*—*"White-haired"* is a compound adj.; it can be compared (white-haired, whiter-haired, whitest-haired); —it relates to the adj. *old* and the noun *man* used together as a complex noun, which it describes; according to Note under Rule X., "An adjective, etc."

3.—"The New Zealand chiefs tattoo their faces."

New Zealand.—New Zealand *chiefs.*—"New Zealand" is a proper noun used as an adjective; it can not be compared;—it relates to the noun *chiefs*, which it describes, according to Rule X., "An adjective relates, etc."

PEACE.—Lovely art thou, O Peace! and lovely are thy children, and lovely are the prints of thy footsteps in the green valleys.

Blue wreaths of smoke rise among the trees, betraying the half-hidden cottage; the eye contemplates well-thatched ricks and barns bursting with plenty.

White houses peep through the trees; cattle stand cooling in the pool; the

casement of the farm-house is covered with jessamine and honeysuckle; the stately green-house exhales the perfume of summer climates.

The housewife's stores of bleached linen, whiter than snow, are laid up with fragrant herbs; they are the pride of the matron, the toil of many a winter's night.

WAR.—The smoke rises not through the trees, for the honors of the grove are fallen, and the hearth of the cottage is cold; but it rises from villages burned with fire, and from warm ruins spread over the now naked plain.

The groans of the wounded are in the hospitals, and by the roadside, and in every thicket; and the housewife's web, whiter than snow, is scarcely sufficient to stanch the blood of her husband and sons.

Everything unholy and unclean comes abroad from its lurking-place, and deeds of darkness are done beneath the eye of day. The villagers no longer start at horrible sight; the soothing rites of burial are denied, and human bones are tossed by human hands.

Oh! a dainty plant is the ivy green
  That creepeth o'er ruins old!
Of right choice food are his meals, I ween,
  In his cell so lone and cold.
The walls must be crumbled, the stones decayed,
  To pleasure his dainty whim;
And the mouldering dust that years have made,
  Is a merry meal for him.

Rule XI.—Pronominal Adjectives and Adjective Pronouns.

A pronominal adjective relates to the noun which it limits. An adjective pronoun agrees with the noun which it represents, in number, person, and gender.

NOTES.

1. *This* and *that* refer to nouns in the singular number; *these* and *those*, to nouns in the plural; as, *This* man; *these* men.

2. *This* and *these* refer with definiteness to what is near; as, "*This* valley is very fruitful."

That and *those* refer with definiteness to what is distant, or to what is farther away than something else; as, "*Those* mountain-tops are covered with snow."

In contrast, or when two things are named, *this* and *these* refer to the latter, and *that* and *those*, to the former; as, "Reason is superior to instinct; *this* (instinct) belongs to the brute, *that* (reason) to man."

3. *Them* is sometimes incorrectly used for *those*: thus, "*Them* acts injured himself only," should be, "*Those* acts, etc."

4. *Each* refers singly to two or to more than two objects; as, "*Each* pupil in the class was present."

5. *Either* and *neither* refer to one of two objects only. *Either* means *one or the other* of two objects, and *neither* means *not either* of two; as, "Two plans were proposed, but *neither* gained favor."

Either is often improperly used for *each:* thus, "Tall oaks lined *either* side of the road," should be, "Tall oaks lined *each* side, etc."

6. *Every* refers to each of more than two objects and includes all taken separately or singly; it is never used without a noun expressed; as, "*Every* good tree bringeth forth good fruit."

Every is sometimes used before a numeral adjective and a noun taken together to denote a collective number or quantity; as, Every *five weeks;* every *three bushels.*

7. *Another* and *one* refers to nouns in the singular; as, *One* man, *another* man; *other*, to nouns in the singular or in the plural; as, The other *book;* the other *books.*

When they are used as nouns, they can be declined, *another* being in the singular only.

8. *Any* refers to nouns in the singular or in the plural; and is also used to denote strongly or emphatically some indefinite object; as, "The powers of *any* man's mind are strengthened by use."

9. *All* refers to more than two objects, and includes them taken jointly; as, "*All* men can distinguish between good and evil."

10. *None*, although strictly meaning *no one*, represents nouns in the singular or in the plural; as, "A book was wanted, but *none* was found."—"Many boys were struck, but *none* were injured."

None is never used, except when the noun is omitted.

11. *Some* denotes *one* or an *indefinite* portion, and refers to nouns in the singular or in the plural; as, "*Some* one must do the work."—"*Some* of the work was finished."

12. *Such* donotes an object of the same nature as another, and refers to nouns in the singular or in the plural; as, "*Such* a sight was never witnessed before."

13. *Few, several,* and *many* (except when immediately followed by *a*), refer to nouns in the plural.

14. *Which* and *what,* and the compounds formed from them, refer to nouns in the singular or in the plural.

15. A pronominal adjective is parsed as an adjective when the noun which it limits, is mentioned; as, "*Each* boy's conduct was deserving of praise."

An adjective pronoun may be parsed as a pronoun, that is, as representing a noun, when it is correctly used without an article, and the noun is not mentioned; as, "*Each* was praised for his good conduct."

An adjective is *used as a noun* when it describes or limits no noun mentioned, and has an article before it; as, "The *many* are not wise: a *few* were saved."—"The *weary* may here find rest." The noun, however, may be supplied, and *weary, few,* etc., may be parsed as adjectives.

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"These sort of animals is found only in warm climates."

This sentence is incorrect, because *these,* which is a demonstrative pronominal adjective in the plural, is used to refer to the noun *sort,* which is in the singular number; but, according to Note under Rule XI., "*This* and *that* refer, etc." Therefore *these* should be *this,* and the sentence should be, "This sort of animals is found only in warm climates."

2.—"Either of the five men was considered qualified."

This sentence is incorrect, because the distributive pronom. adjective *either* is used in referring to more than two objects; but, according to Note under Rule XI., "*Either* and *neither* refer, etc." Therefore *either* should be *each,* and the sentence should be, "Each of the five men was considered qualified."

1. Neither of those three seems to know that their opinions are unjust. 2. Them sentiments should never be encouraged among youth. 3. That different species of reptiles are not found in the same latitude. 4. On either side the soldiers displayed the greatest courage. 5. Neither side of a square is as long as a diagonal joining its opposite angles. 6. Those bad news spread like wild-fire. 7. He bade farewell to his friends and foes; with those he left his peace, and with these his love. 8. Any one of the two subjects would have been very interesting. 9. These class of minerals is found only in the mountainous regions in the western part of South America. 10. He has not left his house this last three months.

EXERCISE II.—*Parse* the *pronominal adjectives* or *adjective pronouns* in the following sentences:—

MODEL 1.—"Each of the students seemed desirous to excel in the contest for the prize."

Each.—Each *seemed.*—"Each" is a distributive pronominal adjective; it represents the noun *student* (understood), with which it agrees in the singular number, third person, masculine or feminine gender, according to Rule XI., "A pronominal adjective, etc."; it is in the nominative case, being the subject of the finite verb *seemed*, according to Rule I., "A noun or a pronoun, etc."

2.—"Some instruction is not adapted to young minds."

Some.—Some *instruction.*—"Some" is an indefinite pronominal adjective; it cannot be compared;—it relates to the noun *instruction* which it limits, according to Rule XI., "A pronominal adjective, etc."

1. Every citizen should obey the laws of the country by which he is protected. 2. Although the wise have many advantages over the ignorant, these are not always miserable, nor are those always happy. 3. A man who has industry and perseverance can, by these means, provide for all his natural wants. 4. The oak sometimes overtops all the other trees in the forest. 5. During these five years the ministry endeavored to provide some means to insure success. 6. In that secluded spot some of the happiest days of the emigrant's life were spent. 7. No person who is less than thirty-five years old is eligible to the office of President of the United States. 8. Another's hand has laid him low. 9. Every man's fortune depends chiefly on his own exertions. 10. Some, Cupid kills with arrows; some, with traps. 11. There is no man suddenly either excellently good, or extremely evil. 12. To what base uses the noble gifts of man's nature are sometimes perverted! 13. There is none made so great as not to need both the help and the service of the meanest of mortals. 14. Some desire is needed to keep life in motion; and he whose real wants are supplied must admit those of fancy.

Rule XII.—Agreement of Finite Verbs.

A finite verb agrees with its subject in number and person.

NOTES.

1. The pronoun *we* or *you*, even when representing a single individual, requires the plural form of a verb, because the form of the pronoun is plural; as, "Harry, I think that *you are* in error."

2. Every finite verb, except a verb in the imperative mode, should have a subject mentioned, unless two or more verbs are connected in the same construction.

3. A verb in the imperative mode agrees with the pronoun *thou* or *you* understood; as, "Go (*thou*) to the ant, thou sluggard."

4. A verb never agrees with a noun in the first or the second person, but with the pronoun representing such noun; as, "James, *thou art* an honest boy."

5. A verb having for its subject the indefinite personal pronoun *it*, and followed by another nominative, agrees with its subject *it*, and not with the other nominative; as, "*It was* you," not, "It *were you*."

6. A verb having for its subject a phrase, or a clause, used as a noun, agrees with it in the singular number, third person; as, "*To conquer one's spirit is* better than to take a city."

7. A verb having for its subject a collective noun which suggests the idea of unity, is in the singular number; as, "*Congress holds* its sessions in the national capital."

A collective noun which suggests the idea of plurality requires a verb in the plural; as, "The *clergy were blamed* for the part which *they* took in such cases."

8. The number of a verb having for its subject a noun which has the same form in both numbers, is determined by the *meaning* of its subject, and not by the *form;* as, "A *brace* of ducks *were sold*."

9. A verb having two or more subjects connected by *and* mentioned or understood, is in the plural number; as, "*Truth, honor,* and *mercy, are* noble qualities."

If two or more subjects in the singular connected by *and* are used to denote but one person or thing, the verb should be in the singular; as, "That *statesman* and *patriot merits* our gratitude."

If singular subjects connected by *and* are preceded by *each, every, no,* or a similar distributive, they are considered separately, and require a verb in the singular; as, "Every *nerve* and *sinew was strained* to make the effort."

If two or more subjects are connected by *as well as, and also, but not,* etc., they belong to different propositions, and the verb mentioned agrees with the first, each of the others being the subject of a verb understood; as, "The *mother,* as well as her children, *was saved*."

10. A verb having two or more subjects in the singular connected by *or* or *nor,* is in the singular number; as, "Neither the *time* nor the *cause* of the accident *is known*."

If one of the subjects connected by *or* or *nor* is plural, the verb should be plural; and the plural subject should be placed next to the verb; as, "Neither *he* nor his *friends were* to be blamed."

11. A subject having a plural form, but forming a part of a complex noun, requires a verb in the singular; as, "Johnson's '*Lives of the Poets*' *was published* in London."

12. A verb having two or more subjects of different persons connected by *and*, is in the first person if any one of the subjects is in the first person; as, "*He* and *I* (*we*) *are going.*"

If there is no subject in the first person, the verb is in the second person if any one of the subjcts is in the second person; as, "*You* and *he* (*you*) *are going.*"

13. A verb having two or more subjects of different persons connected by *or* or *nor*, agrees in person with the subject nearest to it; as, "*He* or *I am going;*" better, *He is going*, or *I am.*

14. The subject of a verb may have a noun or a pronoun of a different person in apposition with it; as, "*I*, your best friend, *advise* you." The verb agrees with the first noun or pronoun.

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1. "We was all surprised at the result."

This sentence is incorrect, because the verb *was surprised*, which is in the singular number, is used to agree with its subject *we*, which is a pronoun in the plural number, but, according to Rule XII., "A finite verb agrees, etc." Therefore *was surprised* should be *were surprised*, and the sentence should be, "We were all surprised at the result."

2.—"Honor and shame from no condition rises."

This sentence is incorrect, because the verb *rises*, which is in the singular number, is used to agree with its two subjects, the nouns *honor* and *shame*, which are connected by *and;* but, according to Note under Rule XII., "A verb having two or more subjects connected by *and*, etc." Therefore *rises* should be *rise*, and the sentence should be, "Honor and shame from no condition rise."

3.—"Every plant, every insect, every animal, have an important part in the economy of nature."

This sentence is incorrect, because *have*, which is a verb in the plural number, is used to agree with *plant*, *insect*, and *animal*, which are subjects in the singular preceded by *every;* but, according to Note under Rule XII., "When singular subjects connected by *and* are preceded by *each*, etc." Therefore *have* should be *has*, and the sentence should be, "Every plant, every insect, and every animal, has an important part in the economy of nature."

4.—"He or I is to go."

This sentence is incorrect, because *is*, which is a verb in the third person, is used to agree with the pronouns *he* and *I*, two subjects of different persons connected by *or;* but, according to Note under Rule XII., "A verb having two or more subjects of different persons, etc." Therefore *is* should be *am*, and the sentence should be, "He or I am to go."

1. The working class of the people is much better educated than they formerly was. 2. Idleness and wastefulness has brought thousands from wealth to poverty. 3. One or both of the boys is in the garden. 4. Mathematics are a study which require close attention. 5. The rise or fall of wages depend much upon the cost of food. 6. The bear, as well as the deer, are nearly extinct in the eastern part of the United States. 7. The white sails of the schooner appears like the wings of great sea-fowls. 8. A succession of poor harvests were the occasion of great suffering among the peasantry. 9. Only a few stones and the lines of a fort remains of the once important city. 10. Much does pride and haughtiness require reproof. 11. The religion, as well as the customs and manners, of those nations, are entirely different from all others.

EXERCISE II.—*Parse* the *finite verbs* in the following sentences:—

MODEL 1.—"Henry studies his lesson."

Studies.—Henry studies *lesson.*—"Studies" is a finite transitive verb, regular (pres. *study*, past, *studied*, perf. part. *studied*); it is in the active voice, indicative mode, present tense, and agrees with its subject, the noun *Henry*, in the singular number, third person, according to Rule XII., "A finite verb agrees with its subject in number and person."

2.—"Henry and James study diligently."

Study.—Henry and *James* study.—"Study" is a finite intransitive verb, regular (pres. *study*, past, *studied*, perf. part. *studied*); it has no voice;—in the indicative mode, present tense, and agrees with its two subjects, the nouns *Henry* and *James*, connected by *and*, in the plural number, third person, according to Rule XII., "A finite verb agrees, etc."; and Note under Rule XII., "A verb having two or more subjects connected by *and*, etc."

3.—"Each name and number should be distinctly written."

Should be written.—(Each) *name* and *number* should be written.—"Should be written" is a finite transitive verb, irregular (pres. *write*, past, *wrote*, perf. part. *written*);—in the passive voice, potential mode, past tense, and agrees with its two subjects, the nouns *name* and *number*, which are in the singular and connected by *and* and preceded by *each*, in the sing. num., third person, according to Rule XII., "A finite verb agrees, etc."; and Note under Rule XII., "If singular subjects connected by *and* and preceded by *each*, etc."

4.—"If it should be raining, I will remain."

Should be raining.—(If) *it* should be raining.—"Should be raining" is a

finite intransitive verb, regular (*rain, rained, rained*); it has no voice;—in the potential mode used subjunctively, past tense, progressive form, and agrees with its subject, the pronoun *it*, in the sing. number, third person, according to Rule XII., "A finite verb agrees, etc."

5. "The man's excuses were laughed at."

Were laughed at.—Excuses were laughed at.—"Were laughed at" is a complex finite transitive verb, regular (*laugh, laughed, laughed*);—in the pass. voice, indicative mode, past tense, and agrees with its subject, the noun *excuses*, in the plural number, third person, according to Rule XII., "A finite verb agrees with its subject in number and person."

6.—"Were I Brutus, etc."

Were.—I were.—"Were" is a finite intrans. verb, irreg. (*am, was, been*); it has no voice;—in the subj. mode, past tense, and agrees with its subject, the pronoun *I*, in the sing. num., first person, according to Rule XII., "A finite, etc."

1. Prove all things: hold fast to that which is good. 2. They are never alone who are accompanied by noble thoughts. 3. Science and art have done much to improve our condition. 4. Every party, as well as every tribe, has its chief, who controls those who are subordinate to him. 5. The ambassador with his secretary arrived safely at court. 6. "Do to others as you would have others do to you," should be the rule of conduct for all. 7. The fleet frequently changed its position in order to avoid the fire of the enemy. 8. The embassy were unable to agree upon terms of peace. 9. A score of wild pigeons were killed at every discharge of the gun. 10. The scoffs, the gibes, the jeers of the foolish, are unheeded by the wise.

Neither a borrower nor a lender be,
For loan oft loses both itself and friend:
And borrowing dulls the edge of husbandry.
This above all:—To thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man.

Forth in the pleasing Spring
Thy beauty walks, thy tenderness and love.
Wide flush the fields; the softening air is balm;
Echo the mountains round; the forest smiles;
And every sense and every heart is joy.

Rule XIII.—Infinitives.

A verb in the infinitive mode depends upon the word which it limits or completes in meaning.

NOTES.

1. A verb in the infinitive mode usually depends upon a finite verb; but it may depend upon another infinitive, upon a participle, or upon any part of speech except the article and the interjection.

2. An infinitive is sometimes used independently; as, "*To speak* the truth, I think that it was he who was in fault."

3. An infinitive may be used as a noun in the nominative or in the objective case; as, "*To study* seemed his only desire."

When so used, it may be qualified in the same manner as a finite verb is qualified; as, "*To act promptly* requires decision of character."

An infinitive used as a noun may, if it is transitive and in the active voice, govern a noun or a pronoun in the objective case; as, "They loved *to improve* their *minds* by reading."—"*To make money* is not the sole object of life."

The infinitive of an intransitive verb, or an infinitive in the passive voice, may, when used as a noun, have a noun or a pronoun after it used independently; as, "*To become* a good *man* is a nobler aim than *to become* a great *one*."—"*To be elected president* was his aim."

4. A verb in the infinitive mode has no subject; but it may relate to a noun or to a pronoun in the nominative or in the objective case; as, "We all supposed *him to be* truthful."

5. The auxiliary *to* should not be separated from the remainder of the infinitive by any intervening word: thus, "Be careful *to* not *disturb* him," should be, "Be careful not *to disturb* him."

6. The auxiliary *to* is usually omitted when the infinitive follows the active voice of the verbs *bid* (to command), *dare* (to venture), *feel*, *hear*, *let*, *make*, *need*, and *see* and verbs of similar meaning (such as *behold*, *mark*, *observe*, *watch*, etc.); as, "I did not *hear* him (*to*) *speak* on that subject."

To is not omitted after the passive voice of the verbs *bid*, *dare*, *feel*, etc.; as, "The prisoner *was seen* by several *to commit* the act."

It may sometimes be properly used after the active voice of these verbs; as, "He did not *feel* himself *to be* in fault."

7. When several infinitives are connected, *to* is used with the first, but is usually omitted in the others; as, "*To plow*, *sow*, *cultivate*, and *reap*, is the order of succession."

8. At the end of a sentence, *to* should not be used for the full form

of the infinitive: thus, "I wished to go, but I had no opportunity *to*," should be, "—I had no opportunity *to go*."

9. The present tense of the infinitive should usually be used whenever the action, the being, or the state, expressed by the infinitive, is present or future, compared with that expressed by the principal verb; as, "He *hoped to merit* the praise of his friends."

Verbs expressing *command, expectation, hope, intention*, etc., require the present tense of the infinitive after them; as, "The general *ordered* the assault *to be made* at daybreak."

10. The present perfect tense of the infinitive should usually be used whenever the action, the being, or the state, expressed by the infinitive, is past, compared with that expressed by the principal verb; as, "Milton *seems to have had* a wonderful imagination."

After *seems, appears*, etc., the present perfect tense is correctly used if followed by a term denoting past time, or if reference is made to a person no longer living, or to an act known to be past; as, "James *seems to have been* sick *yesterday*."—"Napoleon *appears to have been* governed chiefly by ambition."

11. An infinitive having the form of the active voice is sometimes used with a passive meaning; as, "He is *to blame*."—"The agent has a house *to rent*."—"There are two rooms *to let*."

Exactness would require the form of the passive voice in all such instances; as, "He is *to be blamed*."—"A house *to be rented*."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"He did no more than it was his duty to have done."

This sentence is incorrect, because *to have done*, which is the present perfect tense of the infinitive, is used to express an action which was present compared with the time of the action expressed by the verb *did*, upon which it depends; but, according to Note under Rule XIII., "The present tense of the infinitive should usually be used, etc." Therefore *to have done* should be *to do*, and the sentence should be, "He did no more than it was his duty to do."

2.—"He was never heard speak upon that subject."

This sentence is incorrect, because *to*, which is a part of the infinitive *to speak*, is omitted after *was heard*, the passive voice of the verb *to hear;* but, according to Note under Rule XIII., "*To* is not omitted, etc." Therefore *speak* should be *to speak*, and the sentence should be, "He was never heard to speak upon that subject."

3.—"The man was ordered to not smoke in the car."

This sentence is incorrect, because the auxiliary *to* is separated from the remainder of the infinitive by inserting the adverb *not;* but, according to Note under Rule XIII., "The auxiliary *to* should not be separated, etc." Therefore *to* should be placed after *not*, and the sentence should be, "The man was ordered not to smoke in the car."

1. We seldom see men to conduct themselves consistently at all times. 2. He had not then consented to go, nor did he intend to. 3. Milton seems to have his first efforts as a writer poorly appreciated. 4. Endeavor in all ways and at all times to properly conduct yourself. 5. Each hoped to have received the reward to which they considered himself to be entitled. 6. Peace is not established throughout the world, and is not likely to yet. 7. The clerk was to blame for the loss of the document. 8. It was impossible to clearly distinguish the objects at so great a distance. 9. The hunter was heard say that he would dare any one mount the wild horse who he had captured. 10. The prisoner felt himself be deserving of the punishment inflicted upon him. 11. I wished to have gone with my friends into the country, but I was forbidden to.

EXERCISE II.—*Parse* the *infinitives* in the following sentences:—

MODEL 1.—"He hastened to leave the country."

To leave.—Hastened to leave *country.*—"To leave" is a transitive verb, irregular (*leave, left, left*); it is in the active voice, infinitive mode, present tense, and depends upon the verb *hastened,* which it completes in meaning, according to Rule XIII., "A verb in the infinitive mode, etc."

2.—"Love to study because of the pleasure which it affords."

To study.—Love to study.—"To study" is an intransitive verb, regular, (*study, studied, studied*); in the infinitive mode, present tense; it is used as a noun in the singular number, third person, and of the neuter gender; in the objective case, being the object of the action asserted by the verb *love,* according to Rule IV., "A noun or a pronoun which is the object, etc."

3.—"He was, so to speak, a miracle of learning."

To speak.—"To speak" is an intransitive verb, irregular (*speak, spoke, spoken*), and is in the infinitive mode, present tense; it is used independently according to Note under Rule XIII., "An infinitive is sometimes used, etc."

4.—"He knows better than to disobey his parents."

To disobey.—Than to disobey *parents.*—"To disobey" is a trans. verb, reg. (*disobey, disobeyed, disobeyed*); it is in the active voice, infinitive mode, present tense, and depends upon the conjunction *than,* which it completes in meaning, according to Rule XIII., "A verb, etc."

1. In summer, nature seems to smile with gladness. 2. It is sometimes difficult to determine whether an act is right or wrong, until the motive is known. 3. Learn to labor, and to wait. 4. He has never learned to command, who has not also learned to obey. 5. To enjoy the blessings of peace, was the ardent wish of the people. 6. To read, to write, and to cipher, are generally considered three all-important objects. 7. Government, to fulfill the purposes for which it is established, should protect the rights of all.

8. To become a ruler is not in the power of every one, yet it is possible for all to become good men and useful citizens. 9. It does little good to preach virtue and temperance unless precept is enforced by example. 10. To be reproved by a wise man is better than to be praised by a fool.

Rule XIV.—Participles.

A participle relates to the noun or the pronoun which it describes or limits.

NOTES.

1. A participle may be used as a noun in the nominative or in the objective case; as, "*Reading* good books *promotes* knowledge."—"The morals are corrupted *by reading* bad books."

A participle used as a noun may govern the objective case, and at the same time may be qualified in the same manner as a verb; as, "His *leaving* the *city so suddenly* occasioned much surprise."

2. A participle sometimes becomes a noun simply; as, "*Running* and *wrestling* were favorite sports among the Greeks."

In such instances it may be qualified by an adjective, but not by an adverb; as, "*Rapid running* depends upon much training."

3. A participle preceded by an article or an adjective is a noun simply, and is generally followed by the preposition *of* to govern an objective following; as, "*That* reading *of* the *play* was much admired."

A participle used as a noun may be preceded by a possessive without being followed by *of;* as, "*Mary's playing* the piece was not expected."—"*His crossing* the swollen stream, was a foolish act."

If the active participle of a transitive verb is used as a noun, it is not preceded by an article unless it is followed by *of;* nor is it followed by *of* unless it is preceded by an article, an adjective, or a possessive: thus, "By *the* learning grammar our language is improved," should be, "By *the* learning *of* grammar, etc.," or, "By *learning* grammar, etc."

The meaning is usually the same when the article and *of* or the adjective and *of* are used, as when they are omitted,—although such is not always the case, as is apparent in the following sentences: "He was ruined by *burning* his house."—"He was ruined by *the burning of* his house."

4. A participle is sometimes used as an adjective, and should be so parsed; as, "The sound of *falling* waters was heard."

5. A participle may sometimes be used abstractly after a verb in the infinitive mode; that is, without relating to any word; as, "To be always *working* would be ruinous to health."

6. A participle may have a noun or a pronoun after it used independently; as, "His *being called* a *wit* did not make him one."

7. The perfect participle, and not the past tense, should be used with the auxiliaries *have* and *be;* as, "He *has gone* to travel in Europe, —not, "He *has went,* etc."

8. The perfect participle should never be used instead of the past tense to express simply past time: thus, "James *seen* him do it," should be, "James *saw* him do it."—"He *begun* [*began*] to read."

9. A participle should not be used if the meaning can be more elegantly expressed by the use of a verb in the infinitive mode, or of an equivalent expression: thus, "*Exciting* hopes which can not be fulfilled, is wrong," should be, "*To excite* hopes, etc."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"By the telling the truth at all times, we may be trusted."

This sentence is incorrect, because the article *the* is used before the participle *telling,* which is used as a noun, and is not followed by *of;* but, according to Note under Rule XIV., "If the active participle of a transitive verb is used as a noun, etc." Therefore *the* should be omitted, and the sentence should be, "By telling the truth at all times, etc."

2.—"James has saw the whole transaction."

This sentence is incorrect, because *saw,* which is the past tense of the verb *to see,* is used instead of the perf. part. after the auxiliary *have;* but, according to Note under Rule XIV., "The perfect participle, etc." Therefore *saw* should be *seen,* and the sentence should be, "James has seen, etc."

1. Reading poetry properly requires a knowledge of the author's meaning. 2. The pupil who was a striking of his class-mate, deserved the punishment which was gave him. 3. The audience expressed the pleasure which they experienced in hearing of the lecturer. 4. The travelers had not proceeded far before they were overtook by a party of horsemen. 5. It is thought he would have went, had he been invited. 6. The English language is spoke in nearly all parts of the world. 7. Arnold done an act which will forever leave a blot upon his name. 8. John thinks he seen his friends pass by. 9. I would have wrote sooner, but the writing letters is always unpleasant to me. 10. After he had drank freely of cold water he felt better. 11. Some one has took from me all the materials which I had

for writing of the essay. 12. The teacher forbid them playing during the time set apart for the studying their lessons. 13. The work assigned would have been began but for an unexpected accident. 14. The using the rod too frequently leads to degrading of the mind. 15. He might have chose a profession which would be more pleasant to him. 16. No one done more for the relief of the suffering than he. 17. True courage is sometimes shown by suffering of ills without complaining. 18. A bridge was formed by a tree which had fell across the ravine. 19. Having written of his letters, he commenced a writing of his composition. 20. Although he done nothing criminal, yet his conduct was blameworthy.

EXERCISE II.—*Parse* the *participles*, the *participial nouns*, and the *participial adjectives* in the following sentences:—

MODEL 1.—"An opportunity neglected never returns."

Neglected.—Opportunity neglected.—"Neglected" is the perfect participle of the passive voice of the trans., regular verb *to neglect* (imp. *being neglected*, perf. *neglected*, preperf. *having been neglected*); it relates to the noun *opportunity*, which it describes, according to Rule XIV., "A participle, etc."

2.—"By observing the faults of others, we may avoid similar ones."

Observing.—By observing *faults.*—"Observing" is the imperf. part. of the active voice of the trans., reg. verb *to observe* (imp. *observing*, perf. *observed*, preperf. *having observed*); it is used as a noun in the singular number, third person, and of the neuter gender,—in the objective case, being the object of the relation denoted by the preposition *by*, according to Rule IV., "A noun or a pronoun which is the object of an action, etc."

3.—"Reading is a very important branch of knowledge."

Reading.—Reading *is.*—"Reading" is a participial noun, in the singular number, third person, and of the neuter gender; it is in the nominative case, being the subject of the finite verb *is*, according to Rule I., "A noun or a pronoun which is the subject of a finite verb, is in the nominative case."

4.—"The earth is clothed in living beauty."

Living.—Living *beauty.*—"Living" is the imperfect participle of the intransitive, regular verb *to live* (imperf. *living*, perf. *lived*, preperf. *having lived*); it is used as an adjective; it can not be compared;—it relates to the noun *beauty*, which it describes, according to Rule X., "An adjective, etc."

5.—"To be always finding fault is a contemptible trait."

Finding.—To be finding *fault.*—"Finding" is the imp. participle of the active voice of the transitive irregular verb *to find* (imp. *finding*, perfect, *found*, preperf. *having found*); it is used abstractly after the infinitive *to be*, according to Note under Rule XIV., "A participle may sometimes, etc."

1. Having once lost the good opinion of our friends, it is difficult for us to reclaim it. 2. The king never surrendered his claim to the hunting grounds of the nobles. 3. It is our understanding which places us above the brute creation. 4. Thinking he now had an opportunity for securing possession of the coveted territory, he marched his troops across the borders. 5. The continual dropping of water will wear even stones. 6. Water continually

dropping wears even stones. 7. The horse's running was greatly admired. 8. The horse running, fell, and was badly injured by striking his head upon a projecting stone. 9. By the teaching of others our knowledge is increased. 10. By teaching others we are likely to increase our own knowledge.

For Freedom's battle, once begun,
Bequeathed by bleeding sire to son,
Though baffled oft, is ever won.

Canst thou minister to a mind diseased;
Pluck from the memory a rooted sorrow;
Raze out the written troubles of the brain?

Rule XV.—Adverbs.

An adverb relates to the verb, the adjective, or the other adverb, which it qualifies.

NOTES.

1. A conjunctive adverb relates to the verb in its own clause and connects its clause with the word that the clause modifies; as, "*Whither* thou goest, I will go.—"Think *before* you speak."

2. An adverb sometimes relates to a preposition and its object; as, "*Just before us* lay the city."—"He perished *almost in sight* of land."—"The ball struck *exactly in the centre*."

An adverb may relate to a clause or to a sentence; as, "*Truly* this man was the Son of God."

Certain adverbs seem also to relate partially to nouns or to pronouns; as, "We, *not you*, are wrong."—"*Even* the *detective* was deceived."

In all such instances, however, the adverbs should be parsed as qualifying the verb.

3. An adverb is sometimes used independently; as, "*Indeed*, I was not aware of the change."—"*Yea*, the earth itself shall pass away."—"Ay! Death shall feed upon his form."

4. The adverbs *yes*, *yea*, *no*, *nay*, and *amen*, in answer to questions, may be regarded as the equivalents of propositions; they then qualify no verb; as, "Will you accept my terms? *No*."

5. The adverb *there*, occurring at or near the beginning of a sen-

tence, does not always imply *place*, but is often a mere *expletive* used to avoid abruptness; as, "*There* is a land of pure delight."

6. An adverb sometimes relates to a verb which is not mentioned, but which may be readily suggested by the adverb used; as, "*Out*, brief candle!"—"*Away*, slight man!"

7. An adverb should not be used as an adjective, nor should it ever be employed to denote quality: thus, "The *alone* idea,"—"The *soonest* moment," etc., should be, "The *sole* idea,"—"The *earliest* moment," etc.; "She looks *sweetly*,"—"It tastes *bitterly*," etc., should be, "She looks *sweet*,"—"It tastes *bitter*," etc.

8. The adverb *ever* is sometimes incorrectly used for *never;* as, "It rarely or *ever* [*never*] snows in this latitude."

9. *No*, as an adverb, can qualify comparatives only; as, "The task *no longer* appeared difficult." Therefore *no* should never be used after *or* to qualify a verb understood: thus, "Will you go, or *no?*" should be, "Will you go, or (will you) *not* (go)?"

10. The adverb *how* should not be placed before the conjunction *that;* nor should *as*, *how*, or *as how*, be used for *that:* thus, "I am not sure *how* (or, *as how*) I can come," should be, "I am not sure *that* I can come."

11. In the use of the adverbs *when* and *where*, care should be taken not to employ them improperly for the pronoun *which* and its accompanying words: thus, "The hour *when* the train was due," should be, "The hour *in* (or *at*) *which*, etc."—"There was no family *where* he was not welcome," should be, "There was no family *in which*, etc."

12. The adverbs *here*, *there*, and *where*, which primarily denote position, may be used in common discourse for *hither*, *thither*, and *whither*, after verbs implying motion, but exactness requires the use of the latter adverbs; as, "*Where* are you going?"—but more properly, "*Whither* are you going?"

13. The preposition *from* is sometimes inelegantly used before the adverbs *hence*, *thence*, and *whence*, which, in meaning, imply this preposition: thus, "*From whence* cometh my help?" should be, "*Whence* cometh my help?"

So also *from here*, *from there*, etc., are incorrectly used for *from this place*, etc.

Since then, *till now*, *till then*, and similar expressions, are allowable, but are not elegant.

In general, an adverb should not be used as the object of a preposition. If, however, it is so used, the two words must be regarded as forming a complex adverb, and must be parsed as such.

14. Two negatives should not be used in the same proposition if a negation is intended; as, "He can *not* do *any* harm," not "He can *not* do *no* harm."

A negative, however, may be repeated for the sake of emphasis; as, "We will *never, never, never*, lay down our arms."

When affirmation is intended, *not* may be used properly, and with pleasing effect, to qualify an adjective or an adverb having a negative prefix, such as *dis, in, im, un*, etc.: thus, "I am *not indisposed* to favor you," means, "I am *disposed* to favor you."

15. Adverbs should be placed near the words which they qualify. In general, an adverb precedes the adjective or the adverb which it qualifies,—and follows the verb, or is placed between the verb and its auxiliary; as, "He is *truly* happy."—"A *very carefully* written book."—"He fought *nobly*, and he was *nobly* rewarded."

An adverb should never be placed between the auxiliary *to* and the remainder of the infinitive; "To *not* know," should be, "*Not* to know."

The improper position of the adverbs *chiefly, merely, only, (not) only, solely*, etc., often renders the meaning ambiguous. These should be placed next to the words which they qualify: thus, "*Not only* he has forfeited all right to our esteem, but he also deserves severe punishment," should be, "He has *not only* forfeited, etc."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"How pleasantly this breeze feels."

This sentence is incorrect, because *pleasantly*, which is an adverb, is used as an adjective to describe the noun *breeze;* but, according to Note under Rule XV., "An adverb should not be used, etc." Therefore *pleasantly* should be *pleasant*, and the sentence should be, "How pleasant this breeze feels."

2.—"The ship is soon expected to arrive."

This sentence is incorrect, because the adverb *soon* is placed so as to qualify the verb *is expected*, when, properly, it should qualify the infinitive *to arrive;* but, according to Note under Rule XV., "Adverbs should be placed near the words which they qualify, etc." Therefore the sentence should be, "The ship is expected to arrive soon."

1. That dress looks prettily upon her. 2. During his fits of melancholy he felt that everybody was his enemy very often. 3. Where did you come

from here? 4. Ambition was the alone motive of his action. 5. The ancients were undecided whether suicide was a crime or no. 6. The merchant went to Boston and from thence sailed for Liverpool. 7. The trial of Warren Hastings, where Sheridan spoke so eloquently, will long be remembered. 8. He could never after all his search find nothing. 9. The persevering and energetic man will be successful usually. 10. Being delayed, I very near missed the train. 11. I do not admire neither your words nor your acts. 12. Willing or no, you must go with me. 13. I did not say nothing at all, sir. 14. The explosion was previously to the fire. 15. They arrived safely notwithstanding all their risks. 16. From whence he came and where he is going to, I know not. 17. The chair where he usually sat still remained. 18. These opportunities are of seldom occurrence. 19. The then king was George IV. 20. The dark mountain seemed more hugely than ever. 21. How sweetly this rose smells! 22. Frank seldom or ever fails to perfectly recite. 23. Since when have you been engaged in this establishment?

EXERCISE II.—*Parse* the *adverbs* in the following sentences:—

MODEL.—"Tread softly on this hallowed ground."

Softly.—Tread softly.—"Softly" is an adverb of manner;—it can be compared (pos. *softly*, comp. *more softly*, sup. *most softly*);—it is in the positive degree, and relates to the verb *tread*, which it qualifies, according to Rule XV., "An adverb relates, etc."

1. Did Charles act wisely in deciding so speedily? 2. Man wants but little here below. 3. Be scrupulously neat at all times. 4. How various his employments, whom the world calls idle. 5. Sometimes in distant lands I stray. 6. A man's genius is always, at the beginning of his life, as much unknown to himself as to others. 7. Then up with the flag and let it wave proudly in every breeze, however gentle, however fierce. 8. These men that have turned the world upside down, have come hither also. 9. Peradventure he is asleep, and must be awakened. 10. Surely, you will not think of starting in so violent a storm? Indeed, you must wait awhile.

Rule XVI.—Prepositions.

A preposition shows the relation of the noun or the pronoun which follows it, and some preceding word.

The preposition with the noun or pronoun which follows it forms a prepositional phrase. The phrase so formed modifies "*some preceding word.*"

NOTES.

1. A preposition may show the relation of a participle, a verb in the infinitive mode, a phrase, or a clause, following it, to some pre-

ceding word; as, "He took delight *in doing good.*"—"The steamer is *about to sail.*"—"He was eager *for the conflict to begin.*"—"Success depends *upon how you improve your opportunities.*"

The use of the preposition *for*, however, before a verb in the infinitive mode, is obsolete; as, "But what went ye out *for to see?*"

2. Complex prepositions show relation between terms in the same manner as simple or compound; as, "This book was selected *from among* them all."—"*Because of* these things cometh the wrath of God.

3. In certain phrases called *prepositional*, such as *in particular, in short, in vain, to the right*, etc., the subsequent term is omitted, but it must be supplied in parsing; as, "He sued *in vain* (*words*) for mercy."

Sometimes when such phrases as the preceding and some others are used independently at the beginning of sentences, the preposition has no *antecedent* term of relation mentioned; as, "*In a word*, I know nothing about the matter."

In parsing, some independent infinitive or participle may be supplied; such as, *to speak, speaking*, etc.

The antecedent term is not mentioned in exclamatory sentences like the following: "O *for* a lodge in some vast wilderness!" It may be supplied in parsing: thus, "O *I long* for, etc."

4. Two prepositions connected by a conjunction may have the same object; as, "Did he vote *for* or *against* the *measure?*"—"Boats pass *to* and *from* the *city* daily."

When, however, the prepositions are separated by several intervening words or phrases, it is often better to use the noun after the first preposition only, and to employ a pronoun after the second: thus, "I will give heed *to*, and be guided *by*, your *advice*,"—but better, "I will give heed *to* your *advice*, and be guided *by it.*"

5. The preposition should not be omitted except where usage has sanctioned its omission: thus, "The subject is worthy your attention," should be, "The subject is worthy *of*, etc."—"He fled the country"; —supply *from*.

The preposition *to* or *unto* is commonly omitted after the adjectives or the adverbs *like, near*, and *nigh;* as, "The son is *like* (*adj.*) his father."—"The house is *near* (*adj.*) the lake."—"He is *nigh* (*adj.*) his end."—"The Indians came *near* (*adv.*) the fort."

The preposition is frequently omitted after verbs of *giving, pro-*

curing, etc.; as, "He gave (*to*) me a book."—"Show (*to*) me a Christian, and I will show (*to*) you a man."—"Procure (*for*) him a ticket."

The preposition is usually omitted before a term denoting *time* or *measure;* as, "He lived many *years* after that event."—"He traveled ten *miles*."—"Three *yards* long."—"Six *feet* high," etc.

The prepositions to be supplied in parsing may be *by, for, during, in, through,* etc.

The preposition *of* is often improperly placed before a term denoting time or measure, which is already the object of relation denoted by some preposition not mentioned.

Thus, the sentence, "He was a lad *of* nine years old," should be, "He was a lad (*by*) nine years old," or "—of nine years of age." So also, "It was a stream *of* sixty yards wide," should be, "It was a stream (*by*) sixty yards wide," or, "—of sixty yards in width."

6. The place of the preposition should be such as will clearly show what terms are in relation: thus, "The two parts *are united under* the *Thames* by a tunnel," should be, "The two parts are united by a *tunnel under* the *Thames*."

In prose, a preposition precedes the term which is the object of its relation;—except the relative pronoun *that*, which is always placed before the preposition, being separated from it by intervening words; as, "It is the same person *that* I wrote to you *about*."

Whom, which, and *what* are also sometimes placed before the prepositions by which they are governed,—but not elegantly; as, "*Whom* do you come *from?*"—"*What* was he guilty *of?*"—but better, "*From whom* do you come?"—"*Of what* was he guilty?"

In poetry, however, a preposition may follow its subsequent term; as,—

> "My father lived in Blenheim then,
> Yon little *stream* hard *by*."

7. Care should be taken to use those prepositions which will correctly express the relations intended; as, "I have need *of* your assistance," not "—*for* your assistance."

In denoting *situation*, or meaning *within*, is often improperly used for *into*, denoting *entrance:* thus, "He came *in* the room," should be "He came *into* the room." "He came *into* the room, and remained *in* it," is correct usage.

Between or *betwixt* refers to two objects or sets of objects only;—

among or *amongst* to more than two; as, "*Between virtue* and *vice* there is no middle path."—"*Among* so *many candidates*, but one fulfilled all conditions."

The proper use of other prepositions must be learned from dictionaries, and by observation.

Below are given a few words with their appropriate prepositions following:—

Access *to*
Acquaint *with*.
Acquit *of*.
Agreeable *to*.
Angry *with* a person, *at* a thing.
Arrive *at*, *in*, not *to*.
Averse *to*.
Bestow *upon*.
Call *on* a person, *at* a house, *for* a thing.
Compare *with* (in respect of quality); *to* (for illustration).
Confide *in* (intrans.); *to* (trans.).
Copy *after* a person; *from* a thing.
Correspond *with*, *to*.
Die *of* a disease; *by* an instrument, or violence; *for* another.
Differ *with* a person in opinion; *from*, in quality.
Different *from*, not *to* or *than*.
Disagree *with* a person; *to* a proposal.
Disappointed *of* a thing not obtained; *in* a thing obtained.
Expert *at* (before a noun); *in* (before an active participle).
Independently *of*, not *on*.
Inseparable *from*.
Martyr *for* a cause; *to* a disease.
Need *of*.
Partake *of*, *in*.
Prefer, preferable, *to*.
Reconcile a person *to;* a thing *with*.
Rid *of*, not *from*.
Touch *at* a place.
Unite *to* (transitive); *with* (intransitive).

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"This supposition is very different to that."

This sentence is incorrect, because the preposition *to* does not correctly express the relation intended between its two terms, the adjective *different* and the pronominal *that;* but, according to Note under Rule XVI., "Care should be taken to use, etc." Therefore *to* should be *from*, and the sentence should be, "This supposition is very different from that."

2.—"A bridge connects the two villages across the river."

This sentence is incorrect, because the preposition *across* is so placed as to show a relation between the two terms *villages* and *river*, whereas the proper terms of relation are *bridge* and *river;* but, according to Note under Rule XVI., "The place of the preposition, etc." Therefore the sentence should be, "A bridge across the river connects the two villages."

1. Profession and practice often differ widely with each other. 2. Among such good friends as you two are, no serious quarrel should arise. 3. A shallow grave of only two feet deep was hastily dug. 4. What use is this book to me? 5. A despatch has just been received from the seat of war of great importance at the Ledger Office. 6. I passed a man begging with one leg in the street. 7. After many years of alienation he became reconciled with his brother. 8. The train arrived to Pittsburg two hours from its time, being delayed with heavy snow drifts. 9. Give me the portion which belongs to me of goods. 10. The right will be sold for a moderate sum of retailing this article throughout the state. 11. For sale, a piano, by a gentleman, with richly carved rosewood legs, who is about to sail for Europe. 12. The affection of David towards Jonathan was very great. 13. Such conduct is unbecoming you, who should be an example of the rest.

EXERCISE II.—*Parse* the *prepositions* in the following sentences:—

MODEL 1.—"I passed several days in rambling about the country."

In.—Passed in *rambling.*—"In" is a simple preposition; it is used before the imperfect participle *rambling,* used as a noun, to show its relation to the verb *passed,* according to Note under Rule XVI., "A preposition may show the relation of a participle, etc."

2.—*About.—Rambling* about *country.*—"About" is a compound preposition; it is used before the noun *country* to show its relation to the imperfect participle *rambling* used as a noun, according to Rule XVI., "A preposition shows, etc."

3.—"A serpent glided from beneath the log."

From beneath.—Glided from beneath *log.*—"From beneath" is a complex preposition; it is used before the noun *log* to show its relation to the verb *glided,* according to Note under Rule XVI., "Complex prepositions show, etc."

4.—"Keep to the right as the law directs."

To.—Keep to (*hand*).—"To" is, etc.; it is used before the noun *hand* (not mentioned) to show its relation to the verb *keep,* according to Rule XVI., "A preposition shows the relation, etc."

1. The stream was distant from us about a mile. 2. Flattery is at war with the very soul of childhood. 3. The atmosphere rises above us with its cathedral dome arching towards the heavens. It floats around us like that grand image which the Apostle John saw in his vision,—"A sea of glass like unto crystals." 4. He had indeed left none his like behind him. 5. As to style, Demosthenes was his favorite author among the ancients; among the English, Bolingbroke and Barrow. 6. Keep to the right, and you will be safe. 7. You will seek in vain for a better. 8. O for a cup of cold water now! 9. The whistling of the wind through the cordage sounded like funeral wailings.

Rule XVII.—Conjunctions.

A conjunction connects the words, the parts of a sentence, or the sentences, between which it is placed.

NOTES.

1. Conjunctions connect words, phrases, clauses, members, or complete and distinct sentences;—

I. *Words;* as, "The *moon* and the *planets* shine by reflected light."

A sentence containing connected words is usually equivalent to a compound sentence containing as many sentences or propositions as there are words connected: thus, "*James, Henry,* and *William* came," is equivalent to "James *came,* Henry *came,* and William *came.*"

Sentences like the following can not be changed to others in which the words will belong to separate propositions; as, "*Four* and *two* make six."—"The period of man's life is *three score years* and *ten.*"

II. *Phrases;* as, "He strove *with all his powers,* and *to a noble end.*"

III. *Clauses;* as, "Experiments prove *that* water is compressible."—"Correct me *if* I am wrong."

IV. *Members;* as, "It was time to start, *but* our guide had not appeared."

V. *Full and distinct sentences;* as, "The air also has its influence upon water, etc. *But,* of all agencies, fire is the most powerful, etc."

2. Conjunctive adverbs connect their clauses with the words which the clauses modify; as, "*While* the bridegroom tarried, they all *slumbered.*"—"They *received* me kindly *when* I entered."

3. The conjunction *that* sometimes merely introduces a clause which is the subject of a finite verb in the principal part of the sentence; as "*That* you have wronged me, doth appear in this." The meaning is, "(*It*) doth appear in this *that* you have wronged me."

4. Words connected by conjunctions are always of the same class (nouns and pronouns being regarded as one class), and are in the same construction; as, "*Mary* and *she* study from the same book."—"The ball struck *him* and *me.*"—"The building is *large* and *convenient.*"—"The city *was attacked,* and (*was*) *captured.*"

5. Verbs connected by one or more conjunctions may have the same subject if they *agree* in form, voice, mode, and tense; as, "He

might have come and (*might have*) *gone* without my knowledge."—"He *was honored* and (*was*) *loved* by all."

Verbs connected require a subject mentioned for each, if they *differ* in form, if a contrast is made, or if a strong emphasis is intended: thus, "*He* has been reproved and will do better in the future," should be, "*He* has been reproved and *he* will do better in the future," because the two verbs differ in voice and tense. "*He* came, but (*he*) did not remain long."

By the use of the subject before each verb, the verbs are made to belong to separate members.

6. When two connected parts of a sentence have a common reference to a third part, they should be made to accord with that part, and with each other, in construction: thus, "He did as much, perhaps more, for the cause *than* any other man," should be, "He did as much for the cause *as* any other man, perhaps more."

7. *Than* is used to connect a clause with a preceding clause containing an adjective or an adverb in the comparative degree, or containing *else, other, otherwise,* or *rather;* as, "It is *more blessed* to give *than* (it is blessed) to receive."—"How could I do *else than* obey?"

8. There is generally an ellipsis in the clause connected with a preceding clause by *as* or *than.* In supplying the ellipsis, the second clause should correspond in construction to the first; as, "He is farther advanced *than* I (*am advanced*)."—"He is as good *as* his word (*is good*)."

In consequence of the ellipsis, *than* is sometimes incorrectly followed by a pronoun in the objective case; as, "Than *whom* [*who sat*], Satan except, none higher sat."—"They suffered more than *us* [*we suffered*]."

9. *As* should not be used for *who, whom,* or *which,* or for *that* (whether a conj. or a relative): thus, "I know the man *as* witnessed the affair," should be, "I know the man *who,* etc."—"He said *as* he would come," should be, "He said *that* he would come."

By ellipsis, *as* seems to have the force of a relative pronoun after *such, as many, so many, as much,* etc.; as, "He reads such books *as* he can get."

It is better to supply the ellipsis and to parse *as* as a conjunction: thus, "He reads such books *as* (*those are which*) he can get."

As is sometimes used simply to connect words which are in apposition; as, "*He* appeared in the play *as Hamlet.*"

10. After the verbs *doubt, fear,* etc., *whether* should not be used for *if;*—nor should *but, but that,* or *lest,* be used for *that:* thus, "I doubt *whether* he will come to-morrow," should be, "I doubt *if,* etc.;"—"He was afraid *lest* you would fail," should be, "He was afraid *that* you would fail."

11. When words or clauses are connected by correlatives, care must be taken to use those which correspond with each other: thus,

Both—and; as, "Observe the rules *both* here *and* elsewhere."

Either — or; as, "He is *either* foolish *or* insane."

Neither — nor; as, "He would *neither* assent *nor* deny."

Not only — but also; as, "*Not only* safety, *but also* justice, required his death."

Though — yet; as, "*Though* mild in manner, *yet* firm in principle."

Whether — or; as, "He could not decide *whether* to go *or* to remain."

As (adv.) — *as* (conj.) express equality when used with an adjective or an adverb; as, "The accomplice is *as* bad *as* the thief."

As (conj.) — *so* (conj.) express equality or proportion when used with two verbs; as, "*As* cold water (is) to the thirsty soul, *so* is good news from a far country."

So (adv.) — *as* (conj.) deny equality when used with an adjective or an adverb; as, "You were not *so* fortunate *as* I."

So (adv.) — *as* (conj.) with an adjective or an adverb express a limited comparison; as, "Be *so* kind *as* to read this letter."

So (adv.) — *that* (conj.) express a consequence when followed by a finite verb; as, "*So* live, *that* you may not fear to die."

EXERCISE I.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"He had little more money but that earned by his labor."

This sentence is incorrect, because *but* is improperly used for *than* after the comparative *more;* but, according to Note under Rule XVII., "*Than* is used to connect, etc." Therefore *but* should be *than,* and the sentence should be, "He had little more money than that earned by his labor."

2.—"He is not nearly as energetic as his friend."

This sentence is incorrect, because the adverb *as* is used as the correlative of *as* to deny equality; but, according to Note under Rule XVII., "When words or clauses are connected, etc. *So* (adv.)—*as* (conj.) deny equality when used with an adjective or an adverb." Therefore *as* should be *so,* and the sentence should be, "He is not nearly so energetic as his friend."

3.—"He has been in no high position, yet commands the respect of all."

This sentence is incorrect, because *has been* and *commands,* which are con-

nected by the conjunction *yet*, have but one nominative mentioned, although they differ in form; but, according to Note under Rule XVII., "Verbs connected require a subject mentioned for each, if they differ, etc." Therefore *he* should be repeated before the verb *commands*, and the sentence should be, "He has been in no high position, yet he commands the respect of all."

1. Neither threats or entreaties was sufficient to turn him from his purpose. 2. The pupils read well, but will not study diligent, nor listen attentively to explanations. 3. He was much better acquainted with that section of the country nor any of his companions. 4. He has not fulfilled his engagement with that promptness as was expected. 5. I always have and always shall be of the opinion that the fault was his only. 6. Wisdom and honesty is as valuable, and even more so, as choice silver. 7. These books are equal, if not better, than those. 8. Savages have little else but the rudest implements for cultivation. 9. The boldness of the ignorant is as great, and greater, than that of the wise. 10. Who is so thoughtless that dare attempt this act? 11. The sentence is not as clearly expressed as it should be.

EXERCISE II.—*Parse* the *conjunctions* in the following sentences:—

MODEL 1.—"James reads and writes."

And.—Reads and *writes*.—"And" is a conjunction, and connects the two verbs *reads* and *writes*, between which it is placed, according to Rule XVII. "A conjunction connects, etc."

2.—"Government is necessary to ensure safety and to establish justice."

And.—To ensure safety and *to establish justice*.—"And" is a conjunction, and connects the two phrases, *to ensure safety* and *to establish justice*, between which it is placed, according to Rule XVII.

3.—"If necessary, I will accompany you."

If.—I will accompany you if (*it is*) *necessary*.—"If" is a conjunction, and connects the two parts of the sentence, *I will accompany you* and (*it is*) *necessary*, between which it is placed, according to Rule XVII.

4.—"Both the time and the occasion were unsuitable."

Both.—Both *time* (and) *occasion*.—"Both" is the correlative of *and*, and with *and* connects the two nouns *time* and *occasion*, according to Rule XVII.

And.—(Both) *time* and *occasion*.—"And" is the correlative of *both*, and with it connects the two nouns, *time* and *occasion*, according to Rule XVII.

1. The hills, as in the old scriptures they are called, are, indeed, everlasting. 2. As we still feel in our nerves the motion of the sea after we have planted our feet on the firm land, so the crests and hollows of the solid globe continue to make themselves felt in our mind. 3. We grow to love a country as we grow to love a person, because we have there exercised our faculty of loving. 4. Every tree and every flower has something more than its own beauty, whether it grows in the shadow, or in the light of the glorious mountains. 5. Since the majority of persons act from impulse much more than from principle, men are neither so good nor so bad as we are apt to think them. 6. Education elevates the nature not only of him who hath it, but also of those with whom he associates.

Rule XVIII.—Interjections.

An interjection has no grammatical dependence upon any other word.

NOTES.

1. An interjection may be followed by a pronoun in the possessive or in the objective case; as, "O *my!*"—"Ah *me!*" In such expressions the case of the pronoun is determined by some word understood: thus, "O my *fate!*"—"Ah! *pity* me."

2. Another part of speech seems sometimes to be used as an interjection; as, "*Strange!*"—"*Back!* false fugitive!" Such expressions are usually elliptical: thus, "(*It* is) *strange!*"—"(*Go*) *back!* false fugitive!"

EXERCISE.—*Parse* the *interjections* in the following sentences:—

MODEL.—"O that those lips had language!"

O.—"O" is an interjection; it has no dependence upon any other word, according to Rule XVIII., "An interjection has, etc."

1. Ah! what a sight was this! 2. Hark! hark! the lark at heaven's gate sings. 3. What! wouldst thou have a serpent sting thee twice? 4. Oh! sailor-boy, peace to thy soul. 5. Ha! laughest thou, Lochiel, my vision to scorn? 6. O that I had wings like a dove!

General Rule.

In the expression of thought, those forms and usages of language should be employed which will best convey the meaning intended.

NOTES.

1. Every verb should be used with its appropriate form and meaning: thus, "He *set* motionless," should be, "He *sat* motionless;"—"The meadows were *overflown* [*overflowed*] for miles."

The verbs most frequently misused one for another, are *dare* (intrans.), for *dare* (trans.); *flee*, for *fly; lay*, for *lie; learn*, for *teach; raise*, for *rise; set*, for *sit;* and the auxiliary *shall*, for *will.*

2. In the arrangement of verbs in connected clauses, the proper relation of time should be observed: thus, "The train *started* before

we arrived," should be, "The train *had started* before we arrived;" —"The boat started after we *had arrived*,"—not, "The boat started after we *arrived*."

Care should be taken to use that tense of every verb which will denote accurately the *relative* time of an action, a being, or a state: thus, "I *said*, last week, that the event would happen,"—not, "I *have said*, etc.;"—"Ye will not come unto me that ye *might have* life," should be, "—that ye *may have* life."

3. A verb in the subjunctive mode, present tense, should be used to express a future contingency; as, "Though he *slay* me, yet will I trust in him."—"If it *rain* to-morrow, I will remain at home."

A verb in the subjunctive mode, past tense, is used to express doubt, uncertainty, or a supposition, in which definite time is not expressed; as, "If the decision *were* just, I would not complain."

Lest and *that* succeeding the imperative mode, should be followed by a verb in the subjunctive mode; as, "Govern well thy appetite, *lest* sin *surprise* thee."

When the contingency is regarded as certain, or as probable, a verb in the indicative mode is used; as, "If the decision *was* just, there was no cause of complaint."—"If it *rains*, do not go now."

4. Such expressions as *had rather, had better, had have, had like, had ought to, had as lief*, though in common use, are ungrammatical, and should be avoided: thus, "I *had like* to have missed the chance," should be, "I *almost missed* the chance."

EXERCISE.—*Correct* the following sentences, and apply the rule or the note for each correction:—

MODEL 1.—"The officers appointed to enforce the law were attacked and compelled to fly."

This sentence is incorrect, because the verb *to fly*, meaning *to soar* (as with wings), is used instead of *to flee*, meaning *to hasten* (as from danger); but, according to Note under General Rule, "Every verb should be used, etc." Therefore *fly* should be *flee*, and the sentence should be, "The officers appointed to enforce the law were attacked and compelled to flee."

2.—"When Bayard Taylor returned to America, he visited nearly all the countries in the Old World."

This sentence is incorrect, because the verb *visited* expresses simply past time; but, according to Note under General Rule, "In the arrangement of verbs in connected clauses, etc." Therefore *visited*, which is the past tense of the verb *to visit*, should be *had visited*, the past perfect tense, which ex-

presses past time previous to some other past time; and the sentence should be, "When Bayard Taylor returned to America, he had visited, etc."

3.—"I had as lief not be, as live to be, etc."

This sentence is incorrect (or inelegant), because the auxiliary *had* is ungrammatically used as the sign of the past tense of the verb *to be* in the potential mode. But, according to Notes under General Rule, "Every verb should be used, etc." and "Such expressions as *had rather*, etc." Therefore *had* should be *would*, and the sentence should be, "I would as lief (or willingly) not be, as live to be, etc."

4.—"A robbery or a theft is the same in principle, but not in magnitude."

This sentence is grammatically correct, but it does not express the meaning intended, because a separation or choice is denoted by the use of the conjunction *or*, while the idea of addition or of similarity is suggested by the adjective *same;* but, according to General Rule, "In the expression of thought, etc." The meaning would be better expressed by the use of *and* for *or*, and by changing *is* to *are* to agree with its two nominatives, the nouns *robbery* and *theft;* and the sentence may be, "A robbery and a theft are, etc."

1. I am acquainted with all the circumstances this long time. 2. You may go now, but return as soon as you have finished your business. 3. The Parliament had like to have been blown up by gunpowder. 4. A piece of charcoal or a diamond is proved, by chemical analysis, to contain the same properties. 5. The storm increasing in violence, he dared not proceed farther. 6. No sovereign of France was beloved ever so much as Henry IV. 7. The winter sat in early, and was more than usually inclement. 8. In this quiet nook he used frequently to set and gaze upon the landscape. 9. A pincers is sometimes very useful. 10. Give no more trouble than you can help. 11. Looking over the morning paper was seen an account of the damages done by the storm. 12. By laying too long in bed he lost the opportunity to go. 13. I should be pleased if you will accompany me. 14. Having gained the prize, it soon lost its value. 15. All examples in which there is a single mistake must be performed anew. 16. The sun sat in a cloud last evening. 17. He stepped up to the enraged animal, and, placing the muzzle close to its head, every spark of life was extinguished by its discharge. 18. I will be lost, for nobody shall help me. 19. When shall you leave for the country?

Figures of Speech.

A **Figure of Speech** is an intentional departure from common usage in the grammatical construction of a word, or in the application of words in order to add variety, strength, or beauty to language.

Figures of Syntax.

A **Figure of Syntax** is an intentional departure from common usage in the grammatical construction of a word.

The principal figures of syntax are two;—Ellipsis, Pleonasm.

1. **Ellipsis** is the omission of words necessary to complete the sense and construction of other words; as, "Bring (*to*) me the book;"—"I knew (*that*) he would come."

Ellipsis applies to all the parts of speech, to phrases, and to clauses.

By ellipsis needless repetition is avoided, and language is rendered more pleasing and forcible.

2. **Pleonasm** is the use of more words than are absolutely necessary to express an idea; as, "I saw it *with my own eyes*."—"For the Egyptians, whom ye have seen to-day, ye shall see *them* no more, *for ever*."

Figures of Rhetoric.

A **Figure of Rhetoric** is an intentional departure from common usage in the application of words, in order to impart greater variety, strength, and beauty, to discourse.

The principal figures of rhetoric are the following:—Simile, Metaphor, Allegory, Personification, Metonomy, Synecdoche, Hyperbole, Apostrophe, Vision, Interrogation, Exclamation, Antithesis, Climax, Irony, Paralipsis, and Onomatopœia.

Some of these figures, namely, those which apply to words only, are called *tropes* (from a Greek word meaning a *turn*), because the word is *turned* from its usual application.

1. A **Simile** is a direct comparison, commonly shown by the use of *as*, as—*so*, or *like;* as, "Be ye wise *as serpents*."—"Her hair was *like* the *sunshine*."—"*As cold water* to a thirsty soul, *so* is *good news* from a far country."

2. A **Metaphor** is the applying of the name of one object to another on account of some resemblance between them; as, "Thy *word* is a *lamp* unto my feet and a *light* unto my path."—"*Nature* was to him a closed *book*."

A simile is converted into a metaphor by the omission of the term

of comparison; on the other hand, a metaphor may become a simile by the use of *like*, etc.

3. An **Allegory** is a succession of metaphors, or of sentences containing metaphorical language, the whole forming a narration of imaginary events, designed to exhibit and enforce some moral truth. Bunyan's "Pilgrim's Progress" is an extended allegory. Fables and parables are short allegories.

4. **Personification** is a figure by which inanimate objects, or inferior animals, are represented as having the qualities of persons; as, "The raven cried to the crow, 'Avaunt, blackamoor!'"—"While *bright-eyed* Science *watches* round."—"Has *War* trod o'er them with *his* foot of fire?"

5. **Metonomy** is a change of names, or the use of the name of one object for that of another to which the former bears some relation.

Thus, the name of the *cause* is used for that of the *effect*, or of the *effect* for that of the *cause;* of the *container* for that of the *thing contained*, etc.; as, "Spare my *gray hairs* [*old age*]."—"The *country* [the *people*] responded to the call."—"Embroidered garments are mentioned in *Homer* [*Homer's writings*]."

6. **Synecdoche** is the use of the name of the whole for that of a part, or of the name of a part for that of the whole; as, "My son, give me thine *heart;*"—that is, "thy *affections.*"—"*Ten thousand fleets* sweep over thee in vain."

7. **Hyperbole** is a figure by which, to heighten the effect, much more is asserted than can be true; as, "It is *whiter than snow.*"—

> "That should move
> The stones of Rome to rise and mutiny."—

> "Your words, they rob the Hybla bees
> And leave them honeyless."

8. **Apostrophe** is a sudden turning aside from the subject of thought or of discourse to address some person or thing; as, "Oh, Judgment! thou art fled to brutish beasts!"—"O the depth of the riches both of the wisdom and knowledge of God!"

9. **Vision** is a figure which represents what is past, absent, or imaginary, as actually present; as,

> "For a field of the dead rushes red on my sight,
> And the clans of Culloden are scattered in fight."

10. **Interrogation** is a mode of questioning, used, not to seek information, but rather to express a strong affirmation or denial; as, "He that planted the ear, shall he not hear?"—"Can the fig-tree, my brethren, bear olive berries? either a vine, figs?"

11. **Exclamation** is the sudden or unexpected expression of words denoting strong emotion; as, "What a piece of work is man! How noble in reason! How infinite in faculties!"

12. **Antithesis** is the placing of opposite things, or thoughts, in contrast with each other, so that the difference may be more clearly seen; as, "Man proposes, but God disposes."—"A soft answer turneth away wrath, but grievous words stir up anger."

13. **Climax** is the arrangement of words, phrases, and clauses, so that there shall be gradual rising from the least to the greatest in importance; as, "They fought, they bled, they died for freedom."—"Days, months, years, and ages, shall circle away."

When the arrangement is such as shows a gradual decrease in importance, the figure is called **Anticlimax**; as, "Now if any man build upon this foundation gold, silver, precious stones, wood, hay, stubble; every man's work shall be made manifest."

14. **Irony** is a mode of expression by which we are understood really to censure what we seem to approve or defend; as,

"For Brutus is an *honorable* man;
So are they *all honorable* men."

15. **Paralipsis,** or **Omission,** is the pretended omission on the part of the speaker or writer of that which he, at the same time, really mentions; as, "I do not speak of my adversary's scandalous rapacity; I take no notice of his brutal conduct; I pass by his treachery and malice."

16. **Onomatopœia** is a correspondence of sound with sense; as, "*Click, click,* goes the clock; *clack, clack,* goes the mill."—

"Up the *high hill he heaves a huge* round stone."

RULES FOR THE USE OF CAPITALS.

1. Every sentence should begin with a capital letter.

2. Every line of Poetry should begin with a capital letter.

3. A quotation, if it forms a sentence, should begin with a capital letter.

4. Proper nouns and proper adjectives should begin with capital letters.

NOTE.—Geographical names formed by the use of a proper noun combined with a common noun, require the part formed by the proper noun only to be capitalized; as, "Mississippi river;" "Ohio river." Those formed by the use of two words both of which are needed to describe the place named require that both parts begin with capitals; as, "Rocky Mountains," "Atlantic City."

5. Titles should begin with capitals; as, Mr., Prof., Dr., Esq.

6. Words denoting the Deity and pronouns referring to the deity should begin with capital letters. Satan, Beelzebub, etc., also begin with capital letters. This is because the names of the Deity and Satan are proper nouns. The use of capitals for the pronouns referring to Deity is authorized by custom.

7. The name of things personified should begin with capital letters.

8. The names of the months and the days of the week should begin with capitals. The names of the seasons do not begin with capitals.

9. The pronoun *I* and the interjection *O* must be capital letters.

10. The important words of a heading should begin with capital letters.

11. The principal words in the titles of books, etc., should begin with capital letters.

The *principal words* are generally the nouns, verbs, and adjectives. If other words are emphatic, they are *principal words* and are capitalized.

PUNCTUATION.

Punctuation treats of the points or marks which are used in writing and printing.

Marks are principally employed to divide written or printed discourse into sentences, and sentences into parts, in order to render the meaning more intelligible.

Marks are also employed in connection with sentences, words, letters, and figures, for other uses.

The principal marks are the following:—

Period,	.	Comma,	,
Interrogation Point,	?	Dash,	—
Exclamation Point,	!	Curves,	( )
Colon,	:	Quotation Marks,	" "
Semicolon,	;	Brackets,	[ ]

The Period.

The **Period** denotes a full stop, or the greatest degree of separation.

1. A period must be placed at the end of every declarative and every imperative sentence, whether simple, complex, or compound.

Examples.—"The noblest vengeance is to forgive."—"Do as I command you."—"Of thy unspoken word thou art master; thy spoken word is master of thee."

The members of a compound sentence may be fully separated by the use of the period in place of a colon or a semicolon: thus, in the last example:—"Of thy unspoken word thou art master. Thy spoken word is master of thee."

2. A period must be placed at the end of every abbreviated word; as, *Dr.* for *doctor; N.Y.* for *New York; nom.* for *nominative.*

If the abbreviated word occurs at the close of a full sentence one period is sufficient to denote both the abbreviation and the end of the sentence; as, "Harrisburg is the capital of Penna."

Some abbreviations have, by common usage, become words, and, therefore, require no period at the end of them; as, *Will* Shakspeare; *Tom* Moore.

Sometimes figures are used as ordinals and have the endings *th, nd,* etc., placed after them; thus, 7th, 2nd, etc. These are not abbreviations and do not require the periods.

The period must be placed at the end of headings, titles, and other expressions, used alone and equivalent to abbreviated declarative sentences; as, Normal Arithmetic.—Punctuation.—Jones and Sons. The period is also used after figures and letters employed as figures, when successive facts or particulars are stated in order. Such are the figures used in numbering paragraphs.

The Interrogation Point.

The **Interrogation Point** denotes that a question is asked, and, as a separating point, marks a full or a partial stop.

The interrogation point must be placed at the end of every sentence, member, or clause, which contains a complete direct question.

Examples.—"Where did you find your book?"—"If he go, will you accompany him? for I must stay."—"'Am I safe now?' he eagerly asked."

When several questions are contained in one sentence, and the meaning is not complete till the last is asked, the interrogation point is used only at the end; as, "Shall my neighbors be aroused, shall my friends be anxious, and I remain indifferent?"

A sentence which refers to a question, without asking it, is not directly interrogative, and must not be closed with an interrogation point; as, "I asked him where he found his book."

The Exclamation Point.

The **Exclamation Point** denotes that one word or more are used in exclamation, and, as a separating point, often marks a full stop.

An exclamation point must be placed at the end of every sentence, member, phrase, or word, used in exclamation or in earnest address.

Examples.—"Alas! what hourly dangers arise!"—"To arms! they come! the Greek! the Greek!"

The exclamation point is not used immediately after interjections which are closely connected with other words; as, "*Fie* on thee!"

O is never immediately followed by an exclamation point; as, "*O* city of our God!" *O* should be distinguished from Oh. *O* is called the vocative O, *Oh* the emotional Oh.

Emotional *oh* is used chiefly to denote wishing, suffering, surprise, or admiration, and is followed by an exclamation point or a comma; as, (Wishing) "Oh, that he would come!" (Suffering) "Oh! I am ruined." (Surprise) "Oh! look there!" (Admiration) "Oh, how beautiful!"

The Colon.

The **Colon** denotes a degree of separation less than that shown by the period, and greater than that indicated by the semicolon.

1. A colon may be placed between the extended members of a compound sentence, when they are not connected by conjunctions mentioned, or when their parts are separated by semicolons and commas.

Examples.—"In the Bible, the body is said to be more than the raiment, but the opinion now-a-days seems to be, that the raiment is more than the body: a great many people, it would seem, read this text, as they do others, Hebrew-wise, that is, backward."

"We must get out of the shadow of an object to see it; we must recede from it, to comprehend it: so we must compare the present

with all our past impressions, if we would make out the truth which is common to them all."

2. A colon must be placed at the end of the expressions *as follows, the following, thus, these, these words*, etc., or of parts containing these or their equivalents, when they introduce a series of particulars, or a direct quotation.

Examples.—"The means devised by man to communicate his thoughts and feelings are *the following:* gestures, inarticulate sounds, spoken language, and written language."

"Mr. Webster supposes John Adams to have spoken *these words:* 'Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote.'"

In introducing a direct quotation of considerable length, the expressions *as follows*, etc., are often omitted; as, "He arose and said: 'Mr. Chairman, I propose, etc.'"

The colon is less used than it was formerly, a period or a semicolon taking its place.

3. Yes or No, when used to answer a question, is usually followed by a colon if the words following are practically a repetition of the question; as, "Can you solve this problem?" "Yes: I can solve it." Some writers, however, prefer the semicolon, and some the comma. The latter is in the interest of simplicity, though there are cases where the use of a particular one of the three suggested is best; as,—

"Can you do this?" "Yes: I have often done it."

"Can you do this?" "No; for I have never learned how."

"Will you go to school?" "No, mother, not to-day."

When Yes or No is followed by a noun the colon is placed after the noun; as, "No, sir: I will not do it."—"Yes, my lords: I am ready to proceed."

The Semicolon.

The **Semicolon** denotes a degree of separation less than that shown by the colon, and greater than that indicated by a comma.

1. A semicolon must be placed between the members of a compound sentence when the connection is closer than that which would require a colon, especially when the conjunctions are omitted.

Examples.—"Brutes are governed by instinct; man, by his reasoning faculties."—"His confidence in the success of his enterprise was not the idle dream of a mere enthusiast; it was founded in reason and based upon science."

When the members are short and connected by conjunctions, a comma is usually the separating point; as, "The sword is mighty, but the pen is mightier."

2. A semicolon is used in a complex sentence, to separate successive clauses having a common dependence upon one or more principal members.

Example.—"If I have laid down my premises correctly; if I have reasoned clearly; if I have proved my assertions; how can you withhold your assent?"

3. A semicolon must be placed at the end of a statement which, without any intervening word, is followed by the particulars referred to, when these particulars are separated by commas.

Example.—"Mankind is divided into five races; the Caucasian, the Mongolian, the Ethiopian, the Malay, and the American."

Instead of the semicolon, some authors here use the colon.

4. A semicolon must be placed before *as*, when it is followed by an illustration.

Example.—"*That* often means *in order that;* as, 'Live virtuously, *that* you may die happy.'"

The Comma.

The **Comma** denotes the least degree of separation.

It is used, in general, to set off those parts of sentences which, though closely connected, still need some point

after them to mark the pauses or interruptions in the flow of words.

1. A comma is used to separate the short members of compound sentences, when the members are connected by conjunctions.

Example.—"There was a pause of death-like stillness, and the bold heart of Macpherson grew faint."

2. Co-ordinate clauses, and subordinate clauses not restrictive, are generally set off by commas.

Examples.—"We trusted him because he had always proven honest."

Note.—Restrictive clauses or phrases must not be set off by commas from the words which they limit, unless words intervene between the clauses and the limited words.

Note.—A clause is *restrictive* when it limits a particular word to a specific meaning; as, "The boy *who came* was rewarded; the other was not."

Note.—A clause is *non-restrictive* or *circumstantial* when it does not restrict a particular word to a specific meaning; as, "This boy, who is my son, came with me."

3. Inverted (or transposed) clauses, phrases, and adjuncts, must usually be set off by commas.

Examples.—"*When he came,* I know not."—"*Of all vices,* impurity is one of the most detestable."

When the connection is very close, the inverted phrase or adjunct is not thus set off; as, "*In Rome* he dwelt."

4. Parenthetical clauses, phrases, adjuncts, and words, that is, those clauses, etc., which occur between other parts and interrupt the connection, must be set off by commas.

Examples.—"The clergy, *as it has been before remarked,* were the most intelligent and wealthy portion of the population."—"We may, *generally speaking,* depend upon this rule."—"This movement was, *without doubt,* demanded by public opinion."—"I shall, *nevertheless,* make good my promise."

Qualifying phrases and adjuncts, neither inverted nor parenthetical, may be set off by commas, when not very closely connected, for the sake of prominence or emphasis; as, "These seamen had become habituated to the storms of the ocean, by battling tempests in the Northern seas around Iceland, in their yearly fishing excursions.

5. Similar parts of speech, or similar expressions constituting a series, must be separated by commas.

Examples.—"A great mind, a great heart, a great orator, and a great career, have been consigned to history."—"He was a man patient, sober, honest, and industrious."

6. A complex subject consisting of several parts which require commas between them, or one ending with a verb, must be separated from its predicate by a comma.

Examples.—"Ranges and groups of lofty mountains, deep valleys through which rush rapid streams, and numberless lakes set in the midst of grand old forests, are the characteristics of this primitive region."—"Whatever is, is right."

When a clause introduced by *that*, a quoted sentence, or a long infinitive phrase, is used as a subject, it must be set off from its predicate.

Examples.—"That peace and righteousness shall ultimately prevail over all the earth, is the belief of every pious heart."—"'Know thyself,' was the response of the Delphic Oracle."—"To seal their testimony to the truth with the surrender of their lives, was often the lot of the early Christians."

Words taken in pairs must have a comma after each pair.

Example.—"The young and the old, the rich and the poor, the wise and the foolish, here meet on a common level."

7. When a verb is omitted to avoid repetition, a comma takes its place.

Example.—"Reading makes a full man; conference, a ready man; and writing, an exact man."

8. Words or clauses denoting opposition of meaning, or contrast, must be separated by commas.

Examples.—"Return a kindness, not an injury."—"Brief, but decisive, was the struggle."—"Did he act wisely, or unwisely?"

Correlative clauses, unless very short, are usually set off by commas, but words, phrases, or short clauses connected by *than*, are not set off, unless for the sake of emphasis; as, "The farther we advanced into the interior, the greater our difficulties became."—"Nothing is clearer than the truth of this statement."

9. An appositional phrase must be set off by commas from the word or the words which it qualifies.

Example.—"Cicero, *the great Roman orator*, was slain to gratify the revenge of Antony."

Nouns in apposition, except with the pronoun *I*, are not set off by commas; as, "Cicero *the orator* was pursued and slain."—"We *consuls* are merciful."—"I, *James Brown*, do solemnly affirm."

10. The following are also set off by commas:—

1. Words or phrases used independently; as, "*My friend*, you are wrong."—"*Charles*, farewell."—"*To say the least*, it was unfair."

2. Absolute phrases; as, "*Her health failing*, her disposition became more and more gloomy."

3. An equivalent word or expression introduced by *or;* as, "Arithmetic, or the science of numbers, was introduced into Europe by the Arabians."

4. Repeated words or phrases; as, "'*Treason, treason, treason,*' re-echoed from every part of the house."

5. A clause introducing a short quotation, ending it, or separating its parts; as, "'Truth,' said the speaker, 'must be our sole aim.'"

6. Whatever clause, phrase, or word would occasion ambiguity, if not set off by a comma; as, "I have seven brave sons, *and daughters.*"

[The limits of this work prevent the insertion of exercises upon the use of the points just explained.

For exercises, recourse must be had to suitable passages from authors, or to the extracts from their works, contained in the various "Readers" in use in our schools. These passages should be dictated to the pupils, and the latter should be required to insert the appropriate points.]

The Dash.

The **Dash** is used to denote a change in the construction of a sentence, or in its meaning,—an interruption, or a hesitation.

Examples.—"Honor—'tis an empty bubble."—"I visited him yesterday—what a sight!"—"If we go—why, then—but we will talk of that anon;—speak on."—"Have mercy on me! I—I—I'll confess it all."

The dash is also used to set off words and clauses used parenthetically; as, "I have seen thousands—or, more properly, tens of thousands—feeding together on the rich grass of the prairies."

The dash is often placed after other points to give greater prominence to the separation denoted by them.

Curves.

Curves, or parenthesis marks, are used to enclose a word, a phrase, or a clause, either explanatory or suggested by the main idea, which is introduced in such a way as not to interrupt the connection of the parts of the sentence.

Examples.—"The disposition of our most eminent and most virtuous men (alas! that it should be so) to keep aloof from public affairs, is a serious fact."—"The bright moon poured in her light on tomb and monument, on pillar, wall, and arch, and most of all (it seemed to them) upon her quiet grave."

The parts which are enclosed by curves must be punctuated as others are; but, usually, no point is placed before the latter curve, unless the words form a full sentence, or require an exclamation or an interrogation mark.

Curves are not employed so much as they were formerly; dashes take their place; as, "The great northern kingdoms of Europe—Russia, Denmark, Sweden, and Norway—did not then attract much attention."

Brackets.

Brackets are used to enclose words necessary to explain a preceding word or sentence, or to correct an error.

Examples.—"The finder [James] has been rewarded."—"Washington was born on the twenty-second [the eleventh, according to old style] day of February, 1732."—"He said how [that] he would not disappoint us."

Quotation Marks.

The **Quotation Marks** (" ") are used to enclose the exact words quoted from a speaker or writer.

Example.—" Let these words be remembered : ' Touch not, taste not, handle not.' "

A quotation within a quotation must be enclosed by single marks.

If there are other quotations included within included quotations, they must have double marks, and so on alternately.

Examples.—1. What a world of meaning is conveyed in the expression, "There shall be no Alps !"

2. The teacher said, "What meaning is conveyed by the expression, 'There shall be no Alps !'"

3. The teacher said, " I find in my book the following sentence : 'Trench says, " What a lesson is contained in the word ' diligence '! " ' "

A divided quotation must have both parts enclosed by marks ; as, " I have been convinced," said he, " that I am wrong."

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